DOCUMENT RESUME

ED 173 351 TM 007 675

TITLE	Supporting Statement for the Survey Instrumentation of the National Longitudinal Study: Third Follow-Up. RTI Project No. 220-884-40.
INSTITUTION	Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
PUB DATE	22 Jul 76
NOTE	183p.; For related document, see ED 163 023 ; Best copy available
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Data Analysis; *Followup Studies; Graduate Surveys; High School Graduates; Longitudinal Studies; *National Surveys; *Planning; *Research Design; Response Style (Tests); Senior High Schools; *Test Construction
IDENTIFIERS	*National Longitudinal Study High School Class 1972

ABSTRACT

After reviewing the research design, objectives, and basic conceptual model for the National Longitudinal Study of the High School Class of 1972 (NLS), this document describes the survey plan and issues for the third followup survey. Data analyses--both those that are in progress or planned--are summarized. These activities include composite score analysis, weight computation, tabular summaries, methodological studies, descriptive analyses, and issue-oriented analyses. Previously unattempted analyses, within a causal modeling framework, are proposed. Information on time schedules, consultation outside the sponsoring agency, and respondent reporting burden is also provided. The appendices include: (1) a detailed description of the field test study, its findings, and recommendations for the full-scale third followup survey; (2) alternate forms of the proposed questionnaire for the third followup; (3) results of the principal components analyses; and (4) a list of users of the NLS data. (CP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED173351

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Center for Educational Research and Evaluation

NLS LIBRARY

RTI Project No. 22U-884-40

22 July 1976

Supporting Statement for the Survey Instrumentation of the National Longitudinal Study: Third Follow-Up

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

RTI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM007 675

TABLE OF CONTENTS

		Page
I	Introduction	1
	A. Organization of Supporting Statement	1
	B. Sequence of Surveys	1
II	An Overview of the NLS	2
	A. Research Design: The Base-Year Survey	2
	B. Research Design: The First Follow-Up Survey	4
	C. Research Design: The Second Follow-Up Survey	5
	D. Research Design: The Third Follow-Up Survey	6
	E. General Objectives of the NLS	6
	F. The Basic Conceptual Model	9
III	Description of Survey Plan	13
	A. The Potential Respondent Universe	13
	B. Field Test of Survey Questionnaire	13
	C. Techniques for Handling Nonresponses	14
	D. Confidentiality of Project Data	16
IV	Issues of the Third Follow-Up	18
	A. Introduction	18
	B. Impact of Vocational Training	18
	C. Outcomes of Academic Postsecondary Education	19
	D. Characteristics of Participants in Postgraduate Training	20
	E. Family Building	21
	F. Other Issues	21
V	Data Analyses	24
	A. Preliminary Data Analysis	24
	B. Methodological Studies	26
	C. Substantive Studies	29
	D. Planned Analyses Sponsored by NCES	31
	E. RTI's Proposed Augmented NLS Data Analysis	33
	F. Further Analyses to be Considered	33

TABLE OF CONTENTS (con.)

		Page
VI	Time Schedule.	38
VII	Consultation	40
VIII	Respondent Reporting Burden.	45
Appendix A	National Longitudinal Study of the High School Class of 1972: Third Follow-Up Field Test Analysis and Results	
Appendix B	Field Test Instruments, Forms A and B: Item Correspondence and Item Frequencies	
Appendix C	Factors Obtained From Six Separate Principal Component Analyses	
Appendix D	Users of the National Longitudinal Study (NLS) Data	

I. INTRODUCTION

A. Organization of the Supporting Statement

This statement is provided in support of the third follow-up of the National Longitudinal Study of the High School Class of 1972 (NLS), scheduled for the fall of 1976. For the benefit of readers not familiar with the NLS survey, a general overview including a historical review of the general objectives of the project, the circumstances prescribing the survey, the general uses of the survey data and a discussion of the conceptual model are presented in Section II. This is followed in Section III by a detailed description of the survey plan. Sections IV and V outline the special objectives and data analysis plans for the third follow-up. The final three sections provide information on time schedules, consultation outside of the sponsory agency, and information on respondent reporting burden, respectively.

B. Sequence of Surveys

Two years will have elapsed since the Class of 1972 was last contacted. In terms of the correspondence between time and the approximate age of these respondents at each contact, including the proposed survey, the following table may be helpful:

Contact	Time	Age
Base Year	Spring 1972	18
First Follow-Up	October 1973	19
Second Follow-Up	October 1974	20
Third Follow-Up	October 1976	22

II. AN OVERVIEW OF THE NLS

A. Research Design: The Base-Year Survey

The full-scale survey was initiated in the spring of 1972, following a rather extensive period of planning that included a survey conducted by NCES in 1968 to determine the specific data needs of educational policy-makers and researchers, various meetings with potential data users, and finally the sample design and field test of survey instruments and procedures. A national probability sample of about 18,000 seniors from over 1,000 public, private, and church-affiliated high schools participated in the base-year survey.

The sample design may be described as a deeply stratified two-stage probability sample with schools as first-stage sampling units and students as second-stage units. The population consisted of all 1972 twelfth graders enrolled in all public and nonpublic schools in the 50 States and the District of Columbia. The first-stage sampling frame was constructed from computerized school files maintained by the Office of Education and by the National Catholic Education Association.

The school sampling frame was stratified into 600 final strata based on the following variables:

- type of control (public or nonpublic)
- geographic region (Northeast, North Central, South, and West)
- grade 12 enrollment (less than 300, 300 to 599, and 600 or more)
- proximity to institutions of higher learning
- percent minority group enrollment
- income level of the community
- degree of urbanization.

In order to increase the number of disadvantaged students in the sample, schools located in low-income areas and schools with high proportions of minority group enrollments were sampled at approximately twice the sampling rate used for the remaining schools. Schools in the smallest grade 12 enrollment stratum (less than 300 seniors) were selected with probabilities proportional to their estimated numbers of senior students and without

replacement. Schools in the remaining strata were selected with equal probabilities and without replacement. Within each final stratum, four schools were selected initially and then two of the four were randomly selected and designated as the primary selections. The other two schools were retained as back-up or substitute selections, used in the sample only if one or both of the primary schools did not cooperate. Samples of 18 students per school were selected and five additional students were selected as alternates. The students were sampled with equal probabilities and without replacement, within schools.

The sample design involved 1,200 primary sample schools and 21,600 students (18 per school). Of the 1,200 primary sample schools, 948 participated in the base-year survey, 21 had no senior students enrolled, and 231 either refused to participate or could not participate due to the fact that the request was received too late in the school year.

Due to the large school nonresponse in the base-year survey, further attempts were made to secure participation of the 231 nonparticipant primary sample schools and replacements for the 21 schools that had no seniors. This "resurvey" activity, initiated by NCES prior to the first follow-up survey, involved securing school cooperation and selecting random samples of up to 18 former students (1972 seniors) per school. The "resurvey" activities were successful in 205 of the 231 primary sample schools; thus, students from 1,153 of the 1,200 primary sample schools were included in the first follow-up survey (Table 1).

Students selected from backup or substitute schools were also included in the base-year, first follow-up, and second follow-up surveys. In the base-year survey, 121 backup schools participated--including 26 schools which were "extra" in their final stratum. A backup school was termed "extra" if both primary sample schools from that stratum participated. Students from the 26 "extra" schools were not included in the first follow-up survey, but additional backup schools were included so as to obtain at least two participating schools in the first follow-up survey from each of the 600 final strata. In the second follow-up survey, 18 of the extra schools were used to include cases with complete base-year data.

Samples of former 1972 senior students were also selected from 16 sample augmentation schools; these schools were selected from those identified in 200 sample school districts canvassed to identify public schools not included in the school sampling frame. Samples of students selected from the 16 augmentation schools were not included in the base-year survey but were included on subsequent surveys.

In summary, data were collected from students representing 1,069 participating schools in the base-year survey, 1,300 schools in the first follow-up survey, and 1,318 schools in the second follow-up survey.

The Base-Year Student Questionnaire dealt with factors related to the student's personal-family background, educational and work experiences, plans, aspirations, attitudes, and opinions. In addition to the Student Questionnaire, each student was asked to take a 69-minute Test Battery measuring both verbal and nonverbal ability, and consisting of six subtests.

Base-year data were also obtained from a student's School Record Information Form (SRIF). Items on the SRIF pertained to the student's high school curriculum, grade point average, credit earned in major courses and, if applicable, his or her position in ability groupings, participation in remedial programs, involvement in certain federally supported programs, and scores on nationally administered college admissions tests.

The administration of a School Questionnaire and a Counselor Questionnaire to the appropriate school staff completed the base-year data collection from each participating high school. These two instruments were designed to collect detailed data on teacher, school, and counselor characteristics.

B. Research Design: The First Follow-Up Survey

The first step in data collection for the first follow-up involved an extensive tracing operation to update name and address files. The major mailout of over 22,000 First Follow-Up Questionnaires to the last known addresses of potential respondents was made on 23-24 October 1973, approximately 16 months after the base-year survey. This was followed by a planned sequence of reminder postcards, additional questionnaire mailings, and reminder mailgrams to nonrespondents. Active mail return efforts continued through December 1973; by early January 1974, the questionnaire return rate by mail was 62 percent.

The names and addresses of over 8,000 sample members who failed to mail back their questionnaires were then turned over to the Bureau of the Census for personal interview in accordance with a Bureau contract with the U.S. Office of Education. This personal interview phase of first follow-up data collection continued through March 1974, by which time a total of 21,350 persons had participated. The retention rate for those who had originally participated in the base-year survey was .937 or 94 percent (15,645/16,683).

Two forms (A and B) of the First Follow-Up Questionnaire were developed and designed for self-administration by the student; these were extensively field-tested. Form A of the First Follow-Up Questionnaire subsequently was mailed to each sample member who responded to the Base-Year Student Questionnaire. Seniors from the high school class of 1972 who were unable to participated in the base-year survey (usually because of time and scheduling considerations) were mailed Form B of the questionnaire. Questions 1-85 were identical on both questionnaire forms, and dealt with information concerning the respondent's activity state (e.g., education, work, etc.) in October 1972 and October 1973; his or her socioeconomic status; work and educational experiences since leaving high school; and future educational and career plans, aspirations, and expectations. Form B of the First Follow-Up Questionnaire contained additional questions to take the place of missing base-year information.

C. Research Design: The Second Follow-Up Survey

The second follow-up survey began in October 1974, one year after the first follow-up survey. A single form of the Second Follow-Up Questionnaire was designed for self-administration by mail. As in the first follow-up, sample members who failed to return their questionnaires were interviewed. The questionnaire also is similar in content to that of the first follow-up, except that activity states are referenced to October 1974 and a variety of new items on community activities and values such as participation in voluntary associations, voting behavior, quality of life indicators, and consumer behavior are included. In general, the second follow-up reflected an expanded interest in the transition of the respondents from vocational, technical, junior, and community colleges either into the labor force or

into further education, and in the transition into more general adult roles as citizen, consumer, spouse, and parent.

Of the 21,350 persons who participated in the first follow-up survey, 20,194 participated in the second. Thus the retention rate from first to second follow-up was .940 or 95 percent.

D. Research Design: The Third Follow-Up Survey

The third follow-up survey is scheduled to begin in October 1976. As in the earlier follow-ups, the survey instrument is designed to be self-administered and to collect information regarding the socioeconomic status, work and educational experiences, opinions, and expectations of the respondents, thereby preserving the longitudinal nature of the overall NLS research design. The Third Follow-Up Questionnaire also includes items on the transition from postsecondary to postgraduate training and measures related to educational and occupational attainment such as discrimination and sex role attitudes. Another difference between the third follow-up survey instrument and the second is that information is requested for the intervening year between present and past contact, i.e., October 1975. The three follow-up surveys together will give information for five consecutive points in time from October 1972 through October 1976.

E. General Objectives of the NLS

The aims, purposes, and needs of the NLS have been variously stated in prior planning documents, in conferences, and in published reports. Special consideration sometimes has been given to both broad and specific goals, to the special needs of a variety of government agencies, and sometimes to specific research questions of interest primarily to academicians. Descriptive models have been designed for the formation of transition tables, while conceptual models have been described for the transition from school to college and to work. In this and the following sections, we will attempt to summarize the multiple objectives of NLS.

Although a number of subject areas for research have been clearly targeted and a critical data base has been reasonably well defined, the size and complexity of the NLS have contributed to continued breadth and flexibility in the project in contrast to the tightness and coherence that may be found in some smaller projects with limited objectives. This is virtually inevitable; but it should be noted that in order to meet the

diverse needs of the consumers of the NLS data base, many new items have been added to the original survey instrument. For example, the set of items relating to financial activities reflects some of the particular needs of the Office of Planning Budgeting and Evaluation (OPBE). Items on work environment and expectations for children will serve the analytical needs of the Office of the Assistant Secretary for Planning and Evaluation (ASPE) and the Department of Labor (DOL). A sense of what is being implied here is reflected simply in the evolution of the project name. Originally called the "School Output Study" in 1970, the name was broadened to "Longitudinal Study of Educational Effects;" some time later this was again changed to "National Longitudinal Study of the High School Class of 1972."

In the most general terms, the primary purpose of the study is to discover what happens to young adults after they leave high school, as reflected in their subsequent educational and vocational activities, attitudes, and aspirations, and to relate this information back to earlier educational experiences and personal or biographical attributes. The ultimate goal of the program is a better understanding of the growth of students in the American educational system and the factors associated with individual educational and career outcomes. Two major consequences of such information are envisioned: (1) the planning and implementation by educational policymakers of programs to enhance educational opportunity and achievement and to upgrade occupational attainment; and (2) the extension of current knowledge of human development for the communities of educators and educational researchers in general.

The policy orientation then is fairly clear; the potential uses for the information being gathered are many. The study should provide substantive data for the review and reformulation of the diverse federal policies and programs within the Education Division of DHEW, where various units have contributed to its formation and development, and continue to influence its course. These units include the National Center for Education Statistics; the Office of Planning, Budgeting, and Evaluation; the Bureau of Postsecondary Education; and the Bureau of Occupational and Adult Education. The potential uses for the information to be accumulated, however, exceed the interests of any particular group; the broad data base and succession of observed effects will serve many interests of other

governmental agencies, the educational research community, and the education community in general.*

Basic analyses of how different subgroups of the population fare over the transition from high school to work or postsecondary education with particular attention to instances where programs of federal interest or support have touched their lives, are currently being undertaken by RTI and other contractors.

The major uses of data are suggested in a later section concerned with data analyses; these are in general directed toward the fulfillment of many data requirements of NCES and the various bureaus and agencies of the Office of Education. Detailed profiles of student background characteristics, aspirations, and plans for postsecondary experiences will yield selectively useful information for future federal program planning and evaluation. The Bureau of Postsecondary Education (BPE) needs regularly updated information on the demand for postsecondary education. It is particularly concerned with the efficacy of various higher education financial aid plans and with developing appropriate programs to provide postsecondary education opportunities to the financially, culturally, and educationally disadvantaged, and to minority group members. The Bureau of Occupational and Adult Education (BOAE) is similarly concerned with improving vocational and technical educational opportunities and programs. The Office of Planning, Budgeting, and Evaluation (OPBE) requires information on all facets of student background and outcomes for effective interpretation, evaluation, and prediction of current and future program developments. NLS data provide a valuable segment of their data needs.

These data will also meet a widespread need of the educational community--researchers and administrators at the secondary and postsecondary levels--for information on the "flow" of young adults through the postsecondary occupational-educational system. They will provide insight for identifying and understanding the major branching or decision points that affect the educational and life patterns in the immediate postsecondary period. Significant linkages or path choices can be traced, estimates of the associated transition probabilities provided, and insight afforded into

---

* For a list of users of the NLS data, and the specific analyses being performed, see Appendix D.

the relative importance of the factors that determine these transition probabilities.

F. The Basic Conceptual Model

The three central features of this research are that it is longitudinal, that it simultaneously takes into account a variety of complex factors; and that it involves a large representative national sample. The conceptual framework, then, must deal with the temporal sequencing and connecting effects of many historical, social, and psychological forces over time. These are essential ingredients for attempting to isolate the effects of specific variables and to see career and educational outcomes of their joint interaction. The approach also is essential for determining the effects of educational programs, policies, and practices.

The NLS collects contemporary information; and it does this repeatedly, over time, so that the history of the sample members has been built up from data that were contemporary when collected. It tends to avoid problems of retrospective omission or falsification. Its principal advantage is the ability the investigator gains in being able to identify clearly the temporal ordering of events and to examine the associations among variables. Such processes, moreover, must and properly can only be examined within a multivariate modeling framework, that is, one that reflects the interacting complexity of the empirical world. It is the only useful approach in a major national effort to develop findings that lead to policy and development.

A longitudinal-multivariate framework also presses the researcher to estimate the effects and consequences of the events under examination in numerous directions, for various persons and groups, and practices and values. The search for the unintended and unanticipated consequences of both naturally occuring phenomena and purposive social action is of the greatest importance. It is an essential process in proceeding from research to the making of proposals for policy and reform. Examination of the educational and other experiences of individuals and the stability and change in their aspirations, attitudes, and activities over time provides the broad predictive and prognostic information needed (as well as the understanding) to assess current policies and programs.

The basic conceptual model of the NLS is systemic. It views the educational system as an "input-output" system, and the schools or colleges as complex organizations. The model, as depicted in Figure 1, is derived from an earlier RTI document ("Conceptual Model of the NLS," 8 July 1973).* Students come into the school system with a set of predetermined characteristics, or variables (boxes 1-7), perhaps most importantly race, sex, and socioeconomic status. During their years in high school the students have certain kinds of experiences and interact with various "significant others" (boxes 8-11), which in conjunction with the predetermined variables have important effects on the base-year outcomes, including self-esteem, grade performance, and college plans (boxes 12-14).

Moving to the second stage of analysis (the first follow-up), these high school outputs, along with their antecedents, now become "inputs" or determinants of postsecondary schooling and work careers (boxes 21-24) and a variety of intervening variables (boxes 15-20). The latter, sometimes called "mediator" or "moderator" variables, are similar in form and function to the school process variables (boxes 8-11) in the first stage.

The model allows one to examine numerous questions. For example, one can assess the total effects of college or work aspirations, grades, or noncognitive traits on various attainments or outcomes at the time of the first follow-up net of all antecedent and intervening variables. One can assess the extent to which the intervening variables mediate the effects of these predictors on these same outcomes. Or one can assess the extent to which any of the variables in boxes 8-11 operate to mediate the effects of the predetermined variables on these outcomes. [Certainly it is relevant to know, for instance, whether or not the hypothesized depressant effects of being black, of being female, or of being lower socioeconomic status (SES) are largely exhausted before a student leaves high school, as against the independent, or direct, influence of these predetermined variables on early postsecondary school careers.]

---

* This model is a modification of the General Educational Development Model developed in 1972 by UCLA's Center for the Study of Evaluation. See James W. Trent, et al., "An Analytical Review of Longitudinal and Related Studies as They Apply to the Educational Process," Center for the Study of Evaluation, UCLA, Los Angeles, 1972. The numbers inside the boxes in Figure 1 refer to the number(s) of the variable(s) in the UCLA model.

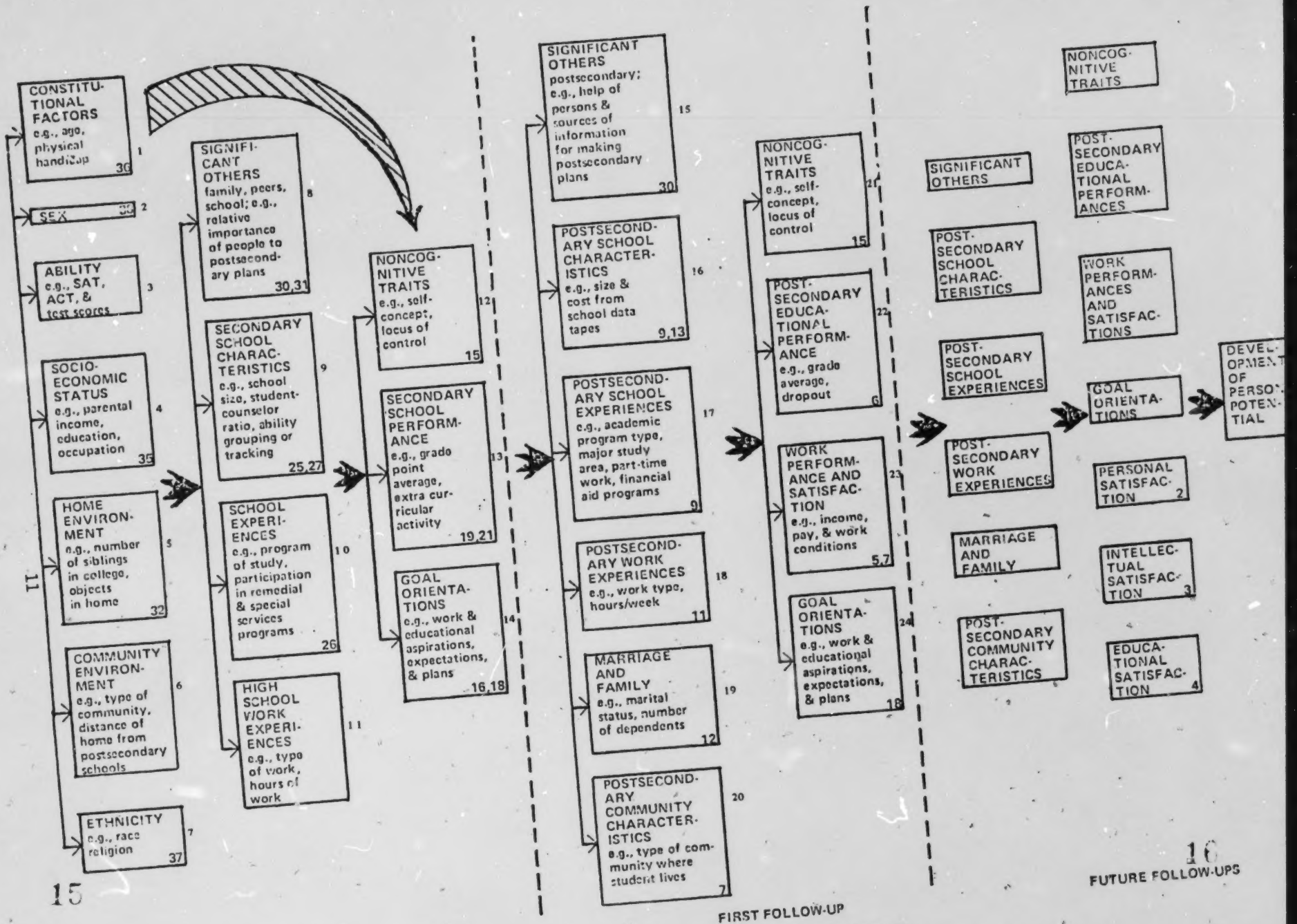
CONSTITUTIONAL FACTORS e.g., age, physical handicap 30
SEX 30
ABILITY e.g., SAT, ACT, & test scores
SOCIO-ECONOMIC STATUS e.g., parental income, education, occupation 35
HOME ENVIRONMENT e.g., number of siblings in college, objects in home 32
COMMUNITY ENVIRONMENT e.g., type of community, distance of home from postsecondary schools
ETHNICITY e.g., race religion 37
SIGNIFICANT OTHERS family, peers, school; e.g., relative importance of people to postsecondary plans 30,31
SECONDARY SCHOOL CHARACTERISTICS e.g., school size, student-counselor ratio, ability grouping or tracking 25,27
SCHOOL EXPERIENCES e.g., program of study, participation in remedial & special services programs 26
HIGH SCHOOL WORK EXPERIENCES e.g., type of work, hours of work
NONCOGNITIVE TRAITS e.g., self-concept, locus of control 15
SECONDARY SCHOOL PERFORMANCE e.g., grade point average, extra curricular activity 19,21
GOAL ORIENTATIONS e.g., work & educational aspirations, expectations, & plans 16,18
SIGNIFICANT OTHERS postsecondary; e.g., help of persons & sources of information for making postsecondary plans 30
POSTSECONDARY SCHOOL CHARACTERISTICS e.g., size & cost from school data tapes 9,13
POSTSECONDARY SCHOOL EXPERIENCES e.g., academic program type, major study area, part-time work, financial aid programs 9
POSTSECONDARY WORK EXPERIENCES e.g., work type, hours/week 11
MARRIAGE AND FAMILY e.g., marital status, number of dependents 12
POSTSECONDARY COMMUNITY CHARACTERISTICS e.g., type of community where student lives 7
NONCOGNITIVE TRAITS e.g., self-concept, locus of control 15
POST-SECONDARY EDUCATIONAL PERFORMANCE e.g., grade average, dropout 6
WORK PERFORMANCE AND SATISFACTION e.g., income, pay, & work conditions 5,7
GOAL ORIENTATIONS e.g., work & educational aspirations, expectations, & plans 18
SIGNIFICANT OTHERS
POST-SECONDARY SCHOOL CHARACTERISTICS
POST-SECONDARY SCHOOL EXPERIENCES
POST-SECONDARY WORK EXPERIENCES
MARRIAGE AND FAMILY
POST-SECONDARY COMMUNITY CHARACTERISTICS
NONCOGNITIVE TRAITS
POST-SECONDARY EDUCATIONAL PERFORMANCES
WORK PERFORMANCES AND SATISFACTIONS
GOAL ORIENTATIONS
PERSONAL SATISFACTION 2
INTELLECTUAL SATISFACTION 3
EDUCATIONAL SATISFACTION 4
DEVELOPMENT OF PERSONAL POTENTIAL
BASE YEAR
FIRST FOLLOW-UP
FUTURE FOLLOW-UPS

FIGURE 3-2. CONCEPTUAL MODEL OF THE NLS.

The third stage in the diagram (labeled "Future Follow-Ups") essentially is a replication and extension of the same developmental process, and does not require further elaboration here, except perhaps to note that several new measures of "satisfaction" are indicated among the final outcome variables; some were included in the second follow-up survey.

III. DESCRIPTION OF SURVEY PLAN

A. The Respondent Sample

The third follow-up Survey of the National Longitudinal Study of the High School Class of 1972 will be a continuation of a data collection effort on a sample of over 22,000 young adults who participated in the base-year, first, and second follow-up surveys. This study was initiated as a nationwide, two-stage, stratified probability sample with schools and students as the first- and second-stage units, respectively. Low-SES students and racial minorities were oversampled so that sample sizes for these important subpopulations would be adequate for detailed analyses.

The basic instrumentation for the fourth occasion of measurement will be a self-administered questionnaire. It is expected that approximately 70 percent of the subjects will return their questionnaires by mail; the remainder will be interviewed personnally. The general time frame of the project schedules data collection to start in October 1976, with survey operations to be completed by March 1977.

The potential respondents, then, represent those who participated in the previous base-year, first, and/or second follow-up studies.

B. Field Test of Survey Questionnaire

The Research Triangle Institute conducted a major field test effort with two versions (Form A and Form B) of the proposed survey questionnaire (OMB No. 51-S-75078). This field test took place during the period March-May 1976, using a sample of 903 seniors from the high school class of 1971. This was the same sample selected and used by RTI (under contract with USOE) in 1971 to pretest the NLS Base-Year Questionnaire and by the U.S. Bureau of the Census in May 1973 to pretest the NLS first follow-up survey questionnaire and again by RTI in 1974 to pretest the second follow-up survey questionnaire.

Very briefly, the third follow-up field test survey analysis focused almost entirely on methodological and measurement properties of the survey instrument. From the methodological perspective, this field test analysis studied the effects on item response of three types of variations in format:

1. closed versus open ended responses;
2. the use of single-column response ("Circle as many as apply.") versus a double-column response (e.g., "Applies to Me," "Does Not Apply to Me."), and
3. a variation in the directions for skip patterns for avoiding questions inappropriate for a given respondent.

The two forms of the field test instrument differed with regard to the manner in which they obtained information concerning education and work experience for the intervening year (i.e., 1975).

In addition to the methodological concerns of the field test analysis, wherein the internal consistency and reliability of measures were obtained, a number of new items were employed in the field test to obtain information not covered in earlier surveys (e.g., satisfaction with "quality of life," sex roles, and social distance) but deemed important at this point in time in the lives of these respondents. Factor analyses were performed on these item sets to determine the most appropriate subset of items to be considered for inclusion in the full-scale instrument. A results report of this field test is appended to this statement as Appendix A.

Following the field test, and other reviews of the results by RTI and representatives of several Federal agencies, a revised version of the survey questionnaire for the third follow-up was prepared; this is presented as Attachment A.

C. Techniques for Handling Nonresponses

There are three basic types of nonresponse. These include: (1) those attributable to loss of contact because of name and/or address changes; (2) individual failure to complete and return the questionnaire; and (3) item nonresponse. The varying techniques employed by RTI to handle these non-responses are discussed at length in various RTI documents. Perhaps the most complete statement on techniques for handling nonresponse is found in the Supporting Statement for the Survey Instrumentation of the Second Follow-Up Survey for the High School Class of 1972. The techniques discussed in that document resulted in retention rates of 93 percent and 94.6 percent in the first and second follow-up surveys, respectively. These techniques, to be employed for the third follow-up, can be summarized as follows:

1. Loss of Contact

   a. Mailing identification/change of address cards;

   b. Mailing Operation Follow-Up newsletter with address update/verification postcards;

   c. Tracing sample members who were not contacted via step a. Tracing procedures include telephone calls, institutional records, contacting parents, guardian or other relative, etc.

2. Failure to Return Questionnaire

   a. Advisory letters will be sent to parents to promote greater awareness prior to receipt of the questionnaire;

   b. Advisory letters will be sent to respondents approximately one week prior to questionnaire mailout;

   c. Thank you/reminder cards will be sent out one week after questionnaires are mailed out;

   d. Mailgrams and reminder postcards will be sent to nonrespondents urging them to complete and return their questionnaire three weeks later;

   e. A second packet of materials will be sent after about five weeks. It will contain a different cover letter emphasizing the importance of their returned materials.

   f. Personal interviews will be conducted.

3. Item Nonresponse

   a. Missing information on key items that are detected during the editing process will be solicited via the telephone;

   b. Some 30 percent of the respondents will be interviewed personally since only about 70 percent of the respondents are expected to respond adequately to the mailouts. These personal interviews should minimize item nonresponse for 30 percent of the sample.

A weighting class adjustment procedure similar to that employed for the base-year, first, and second follow-up samples will be used to correct each set of weights for instrument nonresponse.

D. Confidentiality of Project Data

RTI recognizes the need to maintain all NLS project documents--including questionnaires, data tapes, and microfilm copies--under strict controls to insure not only confidentiality but also the integrity of the various record series. During all stages of processing and storage, senior project personnel will control access to and removal and replacement of all documents from specified working and storage areas.

Storage for source documents shall be in a secure, well-ventilated, vault-like room in the basement of the RTI Ragland building. The room has about 600 square feet of floor space and has both wall and free-standing shelving. Access is by one locked door, with controlled, i.e., signed for, entry only on authority of the senior professional in charge of data processing. NLS follow-up materials are stored here, with such working amounts as are necessary being removed, signed for by record identification, and worked on in a secure space under supervision.

Third follow-up materials will be received in the mail on a daily flow basis, and insofar as possible, be dealt with on a flow basis, with receipt control records being maintained for all processing steps. Overnight storage of processing batches will be in a locked and secure work space. When processing has been completed, all source documents will be filed in an ordered, accessible manner. All source materials will be disposed of as specified by NCES on completion of the project.

Data tape files will be maintained confidential and secure by means of the already established scramble system. The name and address files must be available, both to Westinghouse Learning Corporation/Measurement Research Center and RTI for data collection purposes, and the substantive data tape files must be available to RTI for analysis purposes. Both of these sets of files will be maintained on a strict need-to-know basis throughout the course of the study; and in the case of updated name and address files in particular, they will be shipped by the most secure method feasible to and from WLC/MRC, and Data Management Center (DMC) in Washington when necessary. At no time will these files be readily accessible except under specific authority of the project director.

While at WLC/MRC, the name and address file will be accorded security commensurate with its sensitive status. WLC/MRC has a completely secured facility, including security personnel on duty twenty-four hours a day, seven days a week. Persons in sensitive positions are bonded, and stringent entrance and exit control procedures are enforced. Magnetic tape files are secured in an area with single-controlled access. Upon completion of a mailout, the name and address file will be returned promptly to RTI by the same secure method as it was sent.

It is understood that the ultimate responsibility for protecting the anonymity of respondents and the confidentiality of their responses rests with the project sponsor, NCES. However, as a responsible research organization, RTI is at least equally concerned with these aspects of the project and shall take every reasonable step to insure that the requirements of the law in this regard are met both in spirit and letter. Hence, for the third follow-up, the Institute's Committee for the Protection of Human Subjects should be involved in all relevant aspects of the survey for the protection of NCES, RTI, and the NLS respondents.

Additionally, RTI is familiar with the provisions of the Freedom of Information Act, the Privacy Act, The Buckley Amendment, and related legislation and regulation issued by DHEW dealing with the issue of confidentiality. We feel that the internal regulations at RTI are sufficiently precise and operational to preserve the security of hardcopy and microfilmed data as well as data files.

In order to provide clear guidance to data processors, programmers, analysts, and other personnel whether at NCES or RTI as to what constitutes an authorized user and proper use and accessibility of specific data, a written policy statement is now being prepared by the RTI staff with input from NCES. This policy statement will set forth safeguards to insure compliance with laws and regulations while still providing a high degree of usability of the data, and will also give principles to be followed in continued protection of the privacy and anonymity of longitudinal survey respondents.

IV. ISSUES OF THE THIRD FOLLOW-UP

A. Introduction

By fall 1976, a number of important events will have taken place in the lives of the high school graduates of 1972. It is a time of continuation in the work life role and of transition from education to work and professional and graduate training. Instrument development for the third follow-up of the NLS focused on the need to obtain longitudinal data on questions related to educational and occupational experiences and outcomes, to family building, and to the respondents' expectations, attitudes, and perceptions. All of these three groups of "soft" measures are likely to be affected by career decisions and activity state participation since the first survey.

Although the transition from youth to adulthood occurs at no specific point in time for any one individual or group of respondents, the fall of 1976 is looked upon as a critical time for many respondents for making decisions in the areas of education, work, and family. Analysis issues concerning training, education, family building as well as other issues are discussed below. It should be noted, however, that the issues to be discussed are not all inclusive. Many other important issues can be addressed by the NLS data base.

B. Impact of Vocational Training

Students completing a two-year vocational program may now have enough job experience to provide meaningful data on the utilization of their training in such programs. Moreover, enough time has elapsed to allow the assessment of the extent to which the employment situation of these students differs from those entering the labor market immediately following high school. It may also be the case that because of the expected differences in job-related experiences, many of these students may have had their educational and/or occupational goals modified.

Regarding the activities of students presently enrolled in vocational technical schools or who have attended these schools in the past, these specific questions, among others, are pertinent:

1. What impact have training programs had on the career decisions of these students? How relevant has their training been to the work they perform?
2. Did the recession of 1974-75 affect this group differently than it did those who entered the work force directly after high school?
3. What distinguishes the successful graduates of these programs from those who dropped out or transferred to academic programs in two- or four-year colleges?
4. How much and what kind of occupational mobility have these students had, particularly in relation to the length of time they have been in the labor force and the types and amount of background resources they have brought to the work experience.

C. Outcomes of Academic Postsecondary Education

Also of specific significance are the students who have been enrolled in four- or five-year degree programs. Among these students, a sizable proportion will have begun their postgraduate training or entered the labor force. This particular time period is especially important for the NLS survey since approximately 36 percent of the study respondents chose to attend a four-year college. It is thus at this point when many of the questions asked of the respondents during the earlier follow-ups take on added significance in terms of predicting the termination of undergraduate programs and entry either into the labor force or some type of postgraduate program.

We would not want to assume that four years of college education is the dominant or even modal pattern for most students. For reasons of job experience, enrollment in programs requiring additional credits, change in program or college, financial difficulties and personal setbacks, many respondents will still be pursuing a Bachelors degree in October 1976. We want to know the characteristics of those who dropped out or delayed their education, the reasons they dropped out, and the interaction of individual and institutional characteristics in this

process. (On the subject of college dropouts, RTI has already completed a study using data from the base-year and first two follow-up surveys). These types of studies should be continued by augmenting data from the third follow-up survey.

Specific questions regarding this group of respondents having participated in undergraduate education are:

1. What distinguishes those students who graduate on time from those who dropped out and/or those still enrolled in undergraduate programs?
2. What are some of the factors associated with dropping out and, of equal importance, what factors contribute to the reentrance of these students into undergraduate programs?
3. What are the long-term effects of background resources (i.e., race, ability, SES) on college completion, retention, and dropping out?
4. To what extent has participation in various federally sponsored programs enhanced the educational outcomes of those participants?
5. Of those respondents opting for immediate employment upon graduation, what factors distinguish them from those students entering postgraduate training?
6. Of those graduates working, what types of jobs do they hold and what characterizes their work environment?

D. Characteristics of Participants in Postgraduate Training

Although the transition from an educational setting to work has been dealt with before, no items previously have been developed on the transition from undergraduate to graduate school for the NLS.* Some of the more specific questions relating to the transition from undergraduate to graduate school are:

---

*Three of the four questions dealing with graduate school have been drawn from the study of the college senior class of 1961 conducted by the National Opinion Research Center.

1. What are the characteristics of students selecting postgraduate training as contrasted to other alternatives?
2. What reasons are given for not entering postgraduate education?
3. What are the characteristics of students selecting particular postgraduate academic programs? Does financial aid play a role in either their matriculation or school/program selection?

E. Family Building

By the fall of 1976, it is anticipated that nearly 45 percent of the males and 62 percent of the females will have married, and that many will also have children. Questions that would allow analysis of the relation of marriage and family building to educational and occupational outcomes are included in the third follow-up. Preliminary analysis of the second follow-up data has shown differences in family building patterns that may partially explain varying education and labor participation rates.

Questions related to family building include:

1. What are the effects on education of marriage and parenthood? Do females tend to drop out after marriage more frequently than males?
2. Have expectations for the number of children changed since the time of the first follow-up, three years ago?
3. To what extent are respondents in graduate and professional training supported by the employment of their spouses?
4. Are family building practices affected by sex role attitudes?

F. Other Issues

1. Sex Roles

The Report of the President's Advisory Panel on Youth (1973) emphasized the lower participation rates of women both in education and work. Obtaining attitudinal data on sex roles will help determine factors as yet unmeasured in the NLS that are associated with varying participation rates in education and the labor force. Some of these may be attitudinal. Additionally, since the rate of employment as well as the existing differentials between men's and women's average wage earnings can in part be

attributed to the factor of continuous versus interrupted employment, we are interested in finding out some of the factors related to the entrance and departure of women from the labor force and the reasons such choices or necessities are related to sex-role attributes.

The subitems measuring sex roles come from a scale used previously by the National Center for the Study of Politics, Ann Arbor, Michigan, and from other national studies measuring sex role attitudes.

2. Discrimination

The respondent is asked (in questions with identical response sets) if he/she has been discriminated against or has been given special advantage in education, employment, or housing because of (1) sex, and (2) race. Discrimination, particularly in education and employment, is a policy concern of users of the NLS data base within and outside of HEW. As a check on the validity of response, the respondent will be asked to describe the circumstance, but the description will not be coded in the data file.

3. Work Environment

Most respondents will have entered the world of work at this point in time. Four questions are asked which will expand our knowledge not only of the kind of work the respondent does but of this work environment as well. These items, all variants of questions of the NORC Follow-Up survey, measure: (1) perception of the routines of his/her work; (2) size of organization and work group; (3) freedom from supervision or degree of autonomy of the job; and (4) amount of organizational responsibility of the individual as measured by the number of employees he/she supervises. Each of these variables may modify the influence of the training experience of the respondent on his degree of job satisfaction.

More specifically, this set of questions will enable us to answer such questions as:

a) How do reported work activities (routines) vary by type of education or training?

b) How do respondents with the same (general) census code vary in their perception of work activities and are these perceptions related to job satisfaction?

c) What characterizes occupational movement of individuals in terms of size of organization? How is this movement correlated with career advancement?

d) Do respondents with postsecondary training have more autonomy/responsibility than their counterpart with no postsecondary training? Are there sex differences as well?

4. Other New Measures

Due to the need to obtain more complete information on access to postsecondary education, a few items have been added that relate to the social and financial costs of further education. Included are questions on reasons for attending school full- versus part-time, expected expenses and financial resources, and activity of spouse during the intervening year (October 1975).

In consonance with the general NLS objective of determining areas of need in our nation's high schools, the respondent is asked for his/ her opinion about high school, particularly about the counseling services and vocational opportunities provided. This item consists of five of the twelve subitems of the base-year survey questions No. 19, plus two additional subitems derived from an analysis of the responses of the CONCEPT 71 (Third Follow-Up) field test participants to five open-ended questions regarding their high school experience.

Finally, the third follow-up asks: "Are you a twin?" Comparative studies may measure effects in terms of different educational experiences. In the field test, only five of the 432 CONCEPT 71 respondents answered "Yes" to the question. However, since 2.0 percent of all live births in the United States were multiple in 1968, we can expect approximately 400 twins in the full-scale survey. At present, we are tentatively planning to secure the names and addresses of the twins of the respondents and send them the Fourth Follow-Up Questionnaire.

V. DATA ANALYSES

Since the onset of RTI's involvement in the National Longitudinal Study (NLS) of the Class of 1972, it has had as one of its major tasks the conduct of various data analyses. These data analysis activities have been in keeping with the general NLS objective, which is *to discover what happens to young people after they leave high school, as measured by their subsequent educational and vocational activities, plans, aspirations, and attitudes, and to relate the information to their prior educational experiences and personal and biographical characteristics.* What follows is a general overview of the data analysis activities already performed pursuant to the above general objectives, as well as data analysis activities that are either in progress or planned.

A. Preliminary Data Analysis

1. Composite Score Analysis

The composite score analysis associated with the base-year and first follow-up involved the derivation of composite scores which were to be used in subsequent analysis. The composites included a general ability measure, a socioeconomic status (SES) index, and factor scores from factor analysis of sets of questionnaire items measuring goal orientation, self concept, locus of control and other psychological attributes. From the third follow-up, similar composite score analyses will be performed. Additionally, RTI is planning to construct indices from items new to the survey instrument.

With regard to new items, we propose to concentrate on the statistical properties of the factor analytically based scales. That is, we propose to examine internal consistency (i.e., coefficient alpha) and the construct and predictive validities of the derived scales. These types of analyses will be similar to those conducted on base-year composites and summarized in an RTI working paper, Composite Variable Development.

Item sets which are amenable to this type of scaling are found in Section F of the third follow-up instrument and include:

- sex roles-10 subitems,
- political participation--10 subitems, and
- feelings concerning high school--6 subitems.

Other item sets in the NLS instrumentation amenable to factor analysis have already been factor analyzed, while some items came from previous studies where item statistics were available. All have been documented in various reports. Where logically developed scales exist, they will be compared to factor analytically based scales in terms of conceptual meaningfulness, reliability and validity.

2. Weight Computation

The use of sample weights is required in the analysis of the NLS data for obtaining unbiased national estimates because the sample is a stratified probability sample. For both the first and second follow-ups, several sets of weights were computed. For example, a set of weights was calculated for analyses using the second follow-up data alone, and another set of weights was calculated for analyses using both the first follow-up and second follow-up data jointly. All sets of weights were adjusted for instrument(s) nonresponse. Similar weighting procedures are planned for the third follow-up.

3. Tabular Summaries

The compilation of tabular results was done for the First and Second Follow-Up Questionnaires. Each of the questionnaire items was tabulated using sample weights for the total sample and subpopulations. The tabulations are listed as follows:

(1) Total
(2) Sex - male, female
(3) Race - White, Black, Hispanic, American Indians, Oriental, and Other. (The latter three race groups were not included in the two-way table because of their small number.)
(4) Socioeconomic Background (SES) - high, middle, low
(5) Ability - high, middle, low
(6) Region - Northeast, North Central, South, West
(7) High School Program - general, academic, vocational-technical

(8) Sex by Race
(9) Sex by SES
(10) Sex by Ability
(11) Sex by High School Program
(12) Sex by Region
(13) Race by SES
(14) Race by Ability
(15) Race by High School Program
(16) Race by Region.

The tables were prepared for each question or each item within a question if the question was composed of more than one item. As a part of the activity, RTI also presented weighted percentage estimates for valid responses using the sum of weighted frequency counts over the valid responses as the denominator. Additionally, a table of approximate sampling errors for various combinations of estimated percentages and sample sizes was presented so that readers could estimate sampling errors for estimated percentages or differences in estimated percentages for items or questions of particular interest. The procedures for the development of codebook tabulation for the third follow-up will also follow the above procedures.

B. Methodological Studies

1. Studies completed

a. Effects of Stratification, Clustering, and Unequal Weighting on the Variances of NLS Statistics

This analysis activity was concerned with the estimation of average design effects for statistics from the base-year data. The resulting report also discussed attempts to partition the effects into those due to stratification, clustering, and unequal weighting.

b. Efficiency Study of the Change Variables from the First Follow-Up of the NLS Sample Design

This activity sought to determine the "optimum" number of schools and seniors per school to select in a two-stage design so as to minimize the variance of new cohort statistics subject to cost constraints.

c. Efficiency Study of the NLS Base-Year Design

The Efficiency Study of the NLS base-year design involved finding the optimal design in terms of the number of sample schools and students which would minimize the variance of statistics at a given cost.

d. Reliability of Retrospective Data

This analysis activity concentrated upon the assessments of the reliability of base-year data obtained retrospectively during the first follow-up of students from nonparticipating schools. This resurvey procedure involved requesting information (i.e., the 15 additional items in the First Follow-Up Questionnaire Form B) from 500 base-year respondents and comparing the responses to the corresponding base-year items.

e. Variance Components for NLS: Partitioning the Design Effects

The purpose of this study was to demonstrate a variance components methodology for partitioning the overall design effect (D) for a ratio mean into stratification (S), unequal weighting (W), and clustering (C) effects, so that D = WSC.

2. Planned Methodological Studies

The methodological studies discussed below are those studies that are planned specifically for the third follow-up. These analyses will be particularly useful and generalizable in future longitudinal studies. The investigation topics, jointly selected by NCES and RTI, include:

a. Estimated standard errors of parameters;
b. Partitioning of design effect;
c. Precision of change estimates;
d. Error components of relationship estimates; and
e. Investigation of nonsampling errors.

The special methodology study proposed in item a. above deals primarily with higher order analysis techniques for clustered and unequally weighted sample designs. This study is important because, while higher order statistical techniques can be largely viewed as special cases of the general multivariate linear model, the standard unweighted least squares estimates of model parameters are biased and the associated test statistics tend to overstate significance when the sample is unequally

weighted and clustered. The bias in such estimates can be compensated for by properly weighting the sums of squares and cross-products involved in the least squares estimation equations. To produce proper test statistics for contrasts among the model parameters, a valid approximation for the variance-covariance matrix of the parameter estimates is required. The variance-covariance matrix estimator should account for the sample design stratification, clustering, and unequal weighting. Several alternative approaches for calculating such variance-covariance matrices have been proposed in the sampling literature. Investigation of these methods to date provide no compelling evidence for preferring one method over the other. RTI proposes, therefore, to extend its current sampling error software, which is based on the "Taylor Series Approximation" method, so that estimates of the variances and covariances of general multivariate linear model parameters can be produced.

Item b. above is an extension of the work presented by Moore and Shah in their February 1975 report "Effects of Stratification, Clustering, and Unequal Weighting on the Variance of NLS Statistics." The more detailed partitioning of the NLS design effect will follow the recommendations of Folsom's January 1975 technical memorandum "Variance Components for NLS: Partitioning the Design Effect." The results of such a study will strengthen Moore and Shah's findings and provide valuable input for designing any subsequent cohort sample.

The third methodological study addresses the problem of optimum data collection resource allocation as regards the precision of estimates of change calculated from the data. A major interest in the NLS (as in other longitudinal studies) is the estimation of changes occurring between successive surveys, e.g., between first and second follow-ups. We plan to estimate the error components or parameters of the mean square errors of estimated differences (means, totals, percentages) with the purpose of determing the optimum number of nonrespondents to a mail survey to be followed up intensively (by telephone or personal interview). Solutions will be determined for changes between the base-year, first, second, and third follow-up surveys on agreed-upon domains and variables, and specific recommendations will be developed as a result regarding the resource allocations by NCES for the fourth NLS follow-up.

The fourth methodological study, like the third, will develop estimates of error components, but the focus will be on estimates of relationships, i.e., correlations (both serial and cross sectional) and regression coefficients. The NLS data have considerable value for correlational studies, causal modeling, and path analysis. Again, the prime operational reason for this study will be its potential application to fourth follow-up optimum survey design.

The final methodological study listed above will investigate some nonsampling error components in data at hand, with a view to adding considerably to the knowledge required for better design of sample surveys. In the NLS instrumentation many questions over the four surveys are identical, similar, or have the quality of being logically predictable from other answers, either from prior follow-ups or other questions within the same questionnaire. This situation provides a rare opportunity for the study of response errors (some of them nonresponse) and how they affect statistics and estimates developed from the data.

These latter three studies will be delayed to take advantage of third follow-up data, and they will be conducted using heavy input from RTI's Sampling Center, with technical and substantive review in the Center for Educational Research and Evaluation (CERE).

C. Substantive Studies

1. Descriptive Analytic Reports

The descriptive analyses performed by RTI include:

a. A capsule description of the High School Class of 1972 wherein summative information was presented about the young adults' work and education activities, their self-perceptions and future plans, and the relevancy of high school job training and counseling service to postsecondary school activities;

b. A planning and activity state analysis wherein activity state transition matrices were presented for various important subpopulations.

c. Group profiles on self-esteem, locus of control, and life goals using base-year and first follow-up data were presented for various demographic and activity state transition groups; and

d. Analysis of student financial aid wherein descriptive statistics on the current patterns of student financial support for postsecondary attainment is presented. This report also contains an examination of the impact of student participation in federal and nonfederal financial aid programs on educational persistence.

2. Issue-Oriented Analyses

The issue-oriented analyses either completed or underway by RTI include studies of college transfers, withdrawals, and psychological development, issues of educational policy not covered in other or earlier analyses of the NLS data.

a. College Withdrawals

The study of college withdrawals has already been completed and a draft report submitted by RTI staff members Dr. Samuel S. Peng and Ms. Elizabeth A. Ashburn. This study sought to answer the following questions:

1) To what extent do students withdraw from institutions of higher learning before completion? Do the withdrawal rates vary among subpopulations defined by such variables as sex, race, and socioeconomic status?

2) What are the students' reasons for withdrawal? Do different types of withdrawal groups report different reasons?

3) What variables are directly or indirectly associated with the withdrawal process? For example, is withdrawing from college a mechanism to cope with personal-institutional incongruency?

b. College Transfers

The study of college transfers is scheduled for completion in July 1976. This study is designed to accomplish the following objectives:

1) To explore certain identifiable variables which could be used to help distinguish between a potential transfer student and his nontransferring counterparts;

2) To describe students' reasons for transferring;

3) To infer from the data some potential explanatory reasons for transferring;

4) To examine those who transfer from a two-year to a four-year college as an alternative path for higher education in comparison with those who enroll in a four-year college right after high school; and

5) To compare differences in characteristics such as academic performance and accessibility of financial aid between transfer and nontransfer students.

Each of these studies has immediate policy implications for educational decision makers, and is consistent with the general goals and objectives of the NLS Survey.

D. Planned Analyses Sponsored by NCES

The following studies are those currently underway by persons and/or organizations having contracts with NCES. These studies are listed according to the principal investigator.

1. Dr. William J. Bowers
Russell B. Sterns Center
Northeastern University

Study Title: Access To Postsecondary Education

Dr. Bowers' study focuses on the rates at which NLS students went on to college--immediately or with some delay--and on persistence of the students following initial entry. Primary concerns are the impacts of (a) students' economic resources, academic readiness, and awareness of opportunities; of (b) institutions' admissions policies; and of (c) federal student assistance programs on entry and persistence, particularly of disadvantaged students.

2. Dr. Robert L. Crain
The Rand Corporation

Study Title: Effects of Secondary Education on Post Secondary School Careers

Dr. Crain's analysis focuses on the impact of high school characteristics on the postsecondary plans and college attendance rates of talented students, particularly talented female and minority youth. Data on the extent of natural and intentional desegregation, at the district level, will be merged with the the NLS data to allow estimation of the impact of desegregation efforts on students' postsecondary outcomes.

3. Dr. George J. Nolfi
University Consultants, Inc.

Study Titles: Demands For Postsecondary Education and Transition From High School to Work

Dr. Nolfi is conducting two studies based on the NLS: One focuses on the transition from high school to work; the other concentrates on the demand for postsecondary education. The former examines the effects of family background, ability, high school experiences, attitudes, plans, and college and labor market opportunities on students' school/work choices. The immediate implications of work choices (job earnings, type, status, and level of job, and job satisfaction) are then investigated with a view toward developing federal strategies for improving work choices. The latter study will employ several different statistical approaches to the estimation of a demand model in order to select the one with the best record of predicting policy-relevant decisions by students.

4. Dr. Alan P. Wagner
College Entrance Examination Board

Study Title: Student Financial Aid

Dr. Wagner is investigating the patterns of student financial aid among students in different types of schools, the determinants of institutional financial aid awards to students, and the influence of the amounts and types of aid funds a

student receives on the amount of support provided by parents for educational expenses. OE's "Trypartite" and HEGIS VI data files, and ACE's "Institutional Domain" file are being merged with the NLS data file to provide institutional data on the school each student attended or the "first choice" school in the case of students who did not go on to college.

E. RTI's Proposed Augmented NLS Data Analysis

The following data analysis activities have previously been proposed and described in depth.* Briefly, the proposed augmented data analysis plans include the following:

1. A formal and extensive review, critical analysis, and synthesis of work to date with the NLS data by various contractors and individuals.
2. The construction of postsecondary education institutional indices and of attitudinal indices, either through formal development and validation of new indices or through scales from the NLS data or from other sources.
3. An analysis of the activity state patterns and transition for all members of the sample where a continuing concentration will be on the progressive refinement of causal models.
4. A systematic exploitation of the data to increase our knowledge of vocational development and career choice.
5. An analysis of factors affecting entry into graduate study.
6. Specification and creation of a special release tape consisting of the most critical items and scales from the base-year through third follow-up surveys.

F. Further Analyses to be Considered

RTI suggests that different types of analyses heretofore not attempted may be considered by NCES. Three different studies of a substantive nature are described within a causal modeling framework.

---

*See "Longitudinal Studies of Educational Effects," National Longitudinal Study of the High School Class of 1972, Task 2: Augmented Analyses, March 22, 1976.

Some of the analytical studies proposed at this time should attempt to treat the data in a true panel design, i.e., where exactly the same measures are repeated at different points in time.

As previously noted, we now have three, four, and five time points for some variables (depending upon which are considered). To take a fairly simple case for illustration, suppose we are interested in attempting to determine whether the rather sizeable negative correlation generally found for women in this age group between marital status and educational status is primarily a result of the depressant influence of getting married on continuing education, the depressant influence of education on marriage, or the result of other correlated variables that might be measured and could render the relationship spurious. The answer to the research question requires a cross-lag design, as depicted in Figure 2, where M refers to marriage, E refers to enrollment in school or college, and X refers to some other set of variables also included in the model, each measured at four (or more) points in time.

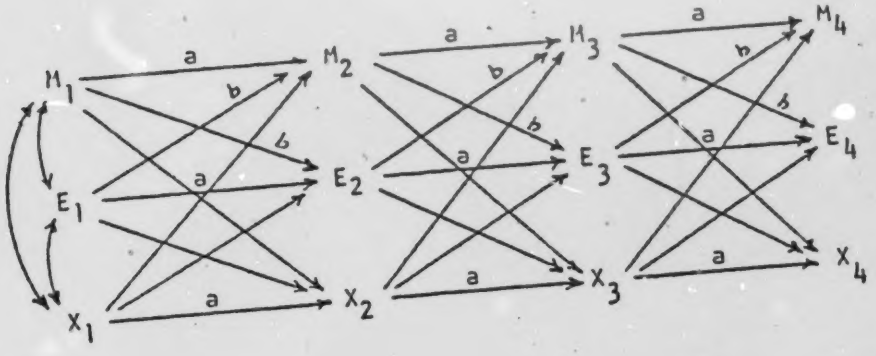

Figure 2. Model for Cross-Lag Design.

The central issue, as posed below, involves estimating the cross-lag regression coefficients (the b's) between each time period. Thus controlling for the carry-over or straight-lag effects (the a's), one can compare the size of the cross-lag coefficients, or, in other words, the relative effects of marriage and education on each other from one point in time to another. (Incidentally, based on recent evidence from other studies, we expect that education has little effect on marriage, whereas marriage has a strong depressant effect on the educational status of women, with these same effects being substantially weaker for men.)

A quite similar model could be employed for other purposes, such as for examining the causes and consequences of self-esteem in the educational attainment process. That is, while it appears that educational status and self-esteem are modestly correlated, some authors assume that success in school or college (such as measured simply by continuing in school) leads to higher self-esteem, others assume that high self-esteem leads to higher levels of performance in school or college. Perhaps the process is reciprocal (although past evidence seems to support the former position, i.e., that the correlation is largely a function of the effects of schooling on this attribute and not the other way around). To sort out this problem we can simply substitute self-esteem (S) for marriage (M) in the previous model and examine the cross-lag coefficients. Also, in place of the October 1972 date, we would substitute the spring 1972 data, at which time educational plans and self-esteem were originally measured.

In addition to traditional measures of academic and vocational success, serious attention is being given in the NLS studies to other measurable outcomes of education. Some outcomes may be of the kind normally reflected in personality inventories or by various attitudinal scales, the intent usually being to measure an individual's socioemotional development and maturity. Another class of indicators has to do with more behaviorally oriented traits, such as one's participation in the political life of one's community or in voluntary associations. Measures of this kind were introduced in the second follow-up survey and are planned for the third. We have not, however, previously described how such measures might be employed in an analytical model; we shall do so now by concluding this

section with the following example. The model to be discussed deals with the general notion of "social integration," or more specifically, the relationship between student and adult participation in voluntary secondary organizations.

Aside from its voluntary nature, membership in both adolescent and adult secondary associations no doubt serves a variety of ancillary functions, such as the acquisition of new skills and knowledge or the provision of secondary avenues for achieving prestige within the school or community context. Such activities, too, usually have some intrinsic and even therapeutic value; but from a broader perspective (and more importantly), they serve to link the individual and society.

As in the adult community, the extracurricular programs of educational institutions include organizations as innocuous as photography clubs to pure political interest groups. All may be viewed as training grounds for participation in fundamentally similar organizations by adults. In the development of our model, then, we shall hypothesize a fairly strong positive association between adolescent and early adult participation in voluntary associations. Moreover, we also anticipate that student participation in extracurricular activities has short-run as well as long-run consequences. That is, we believe that the extracurricular life of school exposes students to a network of social relations, consisting in part of school staff and achievement-oriented peers, which tends to bind these students to the school and to its normative structure.

In the adult world, the relationship between various indicators of social status and membership in voluntary organizations have generally been found to be positive. It should not be surprising then that the relationship between educational attainment variables and student participation in extracurricular activities also has generally been found to be positive in several recent school studies. The relationship between student and adult social integration, on the other hand, has never been investigated, with one recent exception. That exception is a small unpublished longitudinal study in Michigan in which, using measures of student and adult participation similar to those available in

the NLS survey, a correlation of about .50 was found between participation of students in high school extracurricular activities and their participation in the organizational life of the adult community some years later. We propose then to examine the general model shown in Figure 3, which has been simplified for presentation in this report.

In the complete test of the model, the dependent variables would be separately regressed on each of the variables in the blocks, taking into account their covariances. The model would allow us to estimate two basic processes: (1) the effects of student participation in high school extracurricular activities on educational performance and attainment, and (2) the long-run effects of adolescent participation on adult participation.

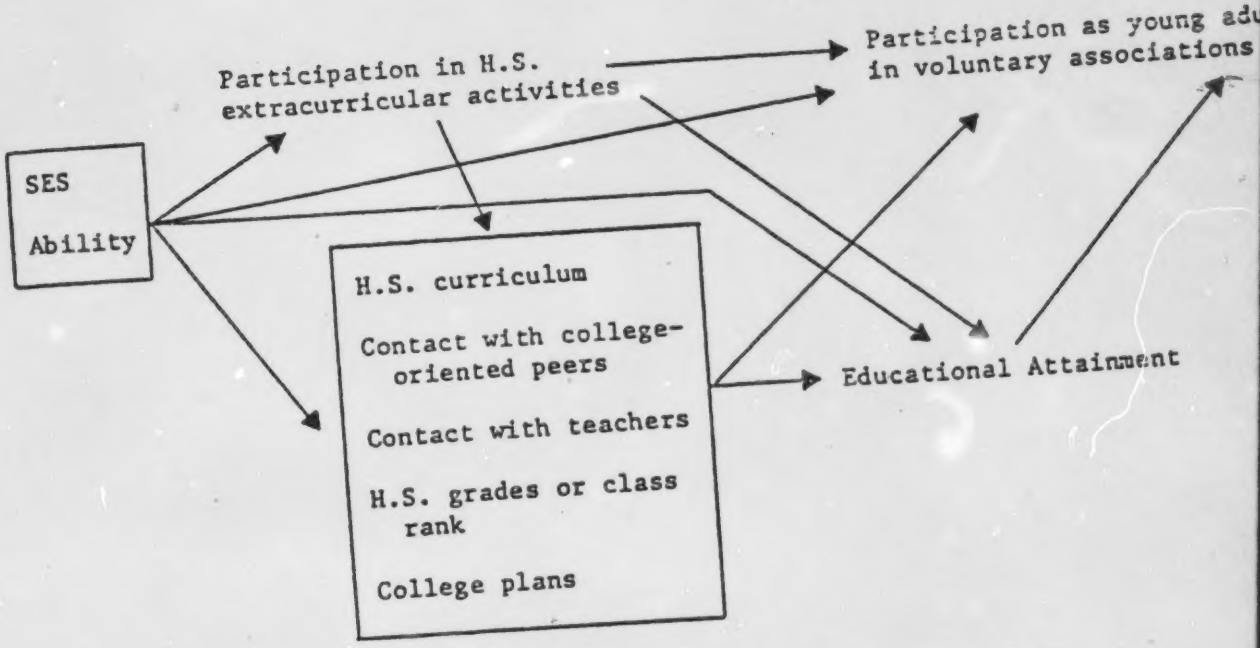

Figure 3. Path Model for Extracurricular Participation.

Thus, we expect to find that participation in extracurricular activities serves an important integrative function in school and that it is independently associated with higher levels of performance and attainment. We also expect adult participation in secondary associations to be directly related to adolescent social participation in school. If analysis of data supports, we may have uncovered an important outcome of education not previously recognized as such, yet an outcome which could be a socially significant as either one's economic or occupational attainment.

VI. TIME SCHEDULE

The general time frame on the third follow-up study is for data collection to begin with a large-scale mailout in the second week of October 1976, with survey operations to be completed in March 1977, and initial drafts of technical and methodological reports delivered in December 1977. Table 2 gives the dates of some of the more important activities.

Table 2. Key Project Dates

Activity	Date
Mail survey procedures start	8/2/76
Questionnaire mailout; follow-up procedures begin	10/10/76
End mail survey; start interviews	1/1/77
End interviews	3/30/76
Data tape preparation	6/1/77 - 11/15/77
Data analysis	11/15/77 - 4/15/78
Capsule report	1/[illegible]/78
Final methodological reports	1/31/78
Composite variable reports	2/15/78

VII. CONSULTATION

A series of meetings, both in Washington and at RTI, has contributed to the substance and format of the field-test and full-scale instrumentation. The major formal meetings are described below:

5 June 1975 — Bruce Eckland, Professor of Sociology at UNC-Chapel Hill met with Jack Bailey, Ben Cameron, Tom Collins, George Dunteman, Clarence Thornton, Robin Talbert and Lois MacGillivray of RTI to review third follow-up field-test draft materials. (Discussion was of SFU items for retention, SFU items for possible deletion, methods of obtaining information for the intervening year, revisions necessary to include information on graduate and professional study, possible changes to decrease the number of skip patterns, and types of new items to be included.)

13 June 1975 — Jack Bailey and Tom Collins of RTI met with Elmer Collins of NCES in Washington to discuss plans for review of the draft materials.

24 June 1975 — Bruce Eckland of UNC, Jack Bailey, Ben Cameron, Tom Collins, Clarence Thornton, and Robin Talbert of RTI met with Elmer Collins, Bill Fetters, Jerry Malitz, Bill Oliveri, and Ken Tabler of NCES to go over the TFUFT draft materials. (Discussion concerned SFU items recommended for retention, items recommended for deletion, items recommended for format changes, and new items recommended for inclusion.)

9 July 1975 — Bruce Eckland of UNC met with Jack Bailey, Ben Cameron, Tom Collins, George Dunteman, John Riccobono, Clarence Thornton, Lois MacGillivray, and Robin

Talbert to review three trial forms of the TFUFT instrument. (Discussion centered around special formatting problems related to the intervening year information and proposed new items.)

24 July 1975 — Bruce Eckland of UNC, Jack Bailey, Ben Cameron, Tom Collins, and Robin Talbert of RTI met with Elmer Collins, Bill Oliveri, and Ken Tabler of NCES, Lee Cornelson and Mary Straser of BOAE, Jean Slaughter of BHE, and Bob Berls of OPBE to discuss the TFUFT draft instruments. (Discussion of items for deletion, new items for inclusion, time references in the instruments, general format, etc.)

29 July - 1 August 1975 — A special site visit committee was invited to NCES and RTI to review the project and to make recommendations about the future conduct of the NLS. The Site Visitation Panel consisted of the following persons: H. M. Brickell, Director, Policy Studies in Education, New York; Desmond L. Cook, Chairman, Faculty of Educational Development, Ohio State University; William W. Cooley, Co-Director, Learning Research and Development Center, University of Pittsburgh; Mary Corcoran, Professor of Educational Psychology, University of Minnesota; Terrence N. Davidson, Study Director, Survey Research Center, University of Michigan; John P. Gilbert, Staff Statistician, Harvard Computing Center; Edward L. McDill, Chairman, Department of Social Relations, Johns Hopkins University; Robert N. Nichols, Professor of Educational Psychology, State University of New York, Buffalo; Herbert S. Parnes, Project Director, Longitudinal Studies, Center for Human Resource Research, Columbus, Ohio, and Richard E. Schutz, SWRL.

20 August 1975 Jack Bailey, Tom Collins, and Robin Talbert of RTI met with David Orr, Elmer Collins, Bill Fetters, Jerry Malitz, and Bill Oliveri of NCES in Washington to review the revised draft of the TFUFT instrument.

1-3 October 1975 An NLS Planning Conference was held at the Carolina Inn to review the TFU field test instrument as well as the SFU and TFU analysis plans. Eight distinguished consultants were present--Jerald Bachman of the Institute for Social Research, University of Michigan; Gene Glass of the University of Colorado; Lawrence Gladieux of CEEB; Walter Howard of the Texas Education Agency; Edward McDill of Johns Hopkins University; David Mundell of the Congressional Budget Office; Ernst Stromsdorfer of the Department of Labor; and Robert Wise of NIE. Also attending were Marge Chandler, David Orr, Ken Tabler, and Elmer Collins from NCES, and Bob Berls and Emmett Fleming from OPBE. RTI staff members included Jack Bailey, Ben Cameron, Tom Collins, Anthony Conger, J. A. Davis, George Dunteman, Samuel Peng, John Riccobono, Lois MacGillivray, Francis Heald, and Robin Talbert, along with Bruce Eckland, RTI consultant from UNC.

9 December 1975 Members of OMB, NCES, and RTI met at the Office of Management and Budget for the purpose of discussing TFUFT and the second follow-up substantive analysis reports. Attending the meeting were George Hall, Director of the Statistical Policy Branch of OBM, along with his associate Joan Turek; Ken Tabler, Bill Schmidt, Jean Brandes, Elmer Collins and Bill Fetters of NCES; J. A. Davis, Jack Bailey, and Robin Talbert of RTI; Sal Corrallo, Harry Travis, and Kate Arbogast of OE; and Bruce Eckland and Edward McDill of UNC-CH and Johns Hopkins University, respectively.

4 March 1976 The first meeting dealing exclusively with the third follow-up full-scale instrumentation was held at the Office of Management and Budget. The six invited panel members were Tom Johnson of North Carolina State University; Steve Dresch of the Institute for Demographic and Economic Studies; Herbert Parnes of Ohio State University; Ernst Stromsdorfer of the Department of Labor; Carol Van Alstyne of the American Council on Education; and Michael Borus of the Department of Labor. Also attending were George Hall, Katherine Wallman, and Joan Turek of OMB; Ken Tabler, Bill Schmidt, Elmer Collins, Bill Fetters, Jean Brandes, and Marge Chandler of NCES; Alex Rotenovsky of OPBE; Harry Travis and Kate Arbogast of ASPE; Jack Bailey and Robin Talbert of RTI; and Bruce K. Eckland of UNC-CH.

18 May 1976 George Hall of OMB; Ellen Sehgal and Ernie Stromsdorfer of DOL; Bill Hubbard of BPE; Emmett Fleming and Sal Corrallo of OPBE; Bill Schmidt, Kenneth Tabler, Jean Brandes, Dave Perkins, Bill Fetters and Elmer Collins of NCES; Harry Travis of ASPE; Judy Jaffe of BOAE; Bob Wise of NIE; Jack Bailey, Tom Collins, and Robin Talbert of RTI; and Bruce Eckland of UNC-CH met in Washington to discuss the development of the Third Follow-Up Questionnaire.

18 June 1976 NCES and RTI staff met in Washington to review a Third Follow-Up Draft Questionnaire which was a product of input from a wide variety of sources. Present were Elmer Collins, Bill Fetters, Jean Brandes, Ken Tabler, and Dave Perkins of NCES, and Jack Bailey, Tom Collins, and Robin Talbert of RTI.

29 June 1976 The second users committee meeting on TFU Questionnaire Development was held in Washington at NCES. Those attending were Sal Carrallo and Emmett Fleming from OPBE; Ellen Sehgal and Ernst Stromsdorfer from DOL; Bob Wise from NIE; Mary Straser from BOAE; Barry Stern from ASE; Harry Travis from ASPE; Elmer Collins, Ken Tabler, Bill Fetters, Bill Schmidt, Dave Perkins, Jean Brandes, Joe Tiresh, and Andy Kolstadt from NCES; Tom Collins and Robin Talbert from RTI; and Bruce Eckland from UNC-CH.

In addition to the meetings listed above, there was consultation with a number of other persons, including members of the Users Committee not mentioned above, representatives of the Department of Defense and the National Science Foundation, and other outside consultants. All suggestions and ideas from users and consultants were given careful consideration in the development of both the field-test and full-scale instruments.

VIII. RESPONDENT REPORTING BURDEN

The third follow-up is no longer than the immediately previous instrument of the National Longitudinal Study, the Second Follow-Up Questionnaire administered in the fall of 1974. (The estimated time to complete the Third Follow-Up Questionnaire is one hour.*) The reasons for the maintenance of the size of the questionnaire are threefold. The first is that in order to maintain the coherence and continuity of our longitudinal design, most of the items occurring in the second follow-up (and previous instruments) have been repeated in the third.

Second, questions for gathering information concerning the educational and occupational status of the respondent during the survey year (October 1976) were also asked of the respondent for October 1975, the year intervening between the second and third follow-ups. In order to answer questions concerning continuity and change in educational program and to be able to detail a continuous employment record, it was decided to obtain these basic data for the intervening year.

The third reason for the present length of the questionnaire is that October 1976 is a unique point in time for the respondents. While some items have been dropped from the second follow-up, others have been added to gain new information. For a significant number, it is a time of transition from undergraduate to graduate education; hence questions on institution selection and reasons for attending (or not attending) graduate school are included. The fall of 1976 also represents both a period of transition from education to work and a time when the world of work begins to assume more importance for the vast majority of the respondents; hence four questions on the work environment of the respondent have been added. Because family building begins to emerge into prominence at this time, questions on expectations for children are added, one a repeat from the first follow-up.

The questionnaire is also no more complex than the Second Follow-Up Questionnaire. There were deliberate attempts to make the questionnaire

---

*This estimate is based upon the results of a field test of the 22 June 1976 draft of the questionnaire administered to nine (local) respondents who were 1972 high school graduates.

easier to follow and complete. For example, the order of questions in the education section was altered to ease the burden for those respondents who had not attended school since October 1974. The work section has been moved to precede the education section, as the former will be answered by a greater number of respondents.

Respondent burden was also eased by the omission from the questionnaire of items that reflected a concern with the evaluation of particular programs--items that do not belong in the NLS but rather in specific program data gathering instruments.

Finally, consideration is being given to providing some compensation to mail respondents in the form of a monetary incentive of about three dollars ($3.00). RTI has been requested to develop an incentives plan whose basic intent is to increase the mail response to the survey and maintain or even improve the overall response rates achieved in earlier surveys while reducing the number of personal interviews of mail nonrespondents. This incentive should serve additionally to reduce the sense of burden felt by each potential mail respondent.

Appendix A

Third Follow-Up Field Test

Analysis and Results

National Longitudinal Study of the High Class of 1972:

Third Follow-Up Field Test

Analysis and Results

I. INTRODUCTION

During March-May, 1976, the Research Triangle Institute (RTI), under contract to the National Center for Education Statistics, conducted a major field test survey for the third follow-up for the National Longitudinal Study of the High School Class of 1972. While the third follow-up survey will investigate a number of hypotheses and questions pertaining to the educational, work, social, and personal activities of the study population, the field test focused primarily on the methodological and measurement properties of the survey instrumentation. Specifically, objectives of the field-test survey included the following:

1. To determine the overall rate of response to the field-test questionnaire and to infer from this figure an estimate of the probable response rate for the full-scale Third Follow-Up survey;

2. To study the effect of variation in overall instrument length on questionnaire response rate;

3. To study the effect of variations in question format on item response rates;

4. To study the relative effectiveness of different types of skip pattern directions in getting respondents to avoid answering questions not intended for them; and

5. To determine the reliability and validity of composite measures new to the National Longitudinal Study.

A detailed description of the field test study, its findings, and recommendations for the full-scale third follow-up survey is provided in the remainder of this report.

II. FIELD-TEST SURVEY DESIGN

A. The Sample

The field test was administered to 903 young people, representing a probability sample of seniors from the high school class of 1971. These individuals were initially selected as the field test sample for the base year survey (1972) and were recontacted previously for the field test of both the first and second follow-up surveys.

B. Questionnaires

The third follow-up field test survey questionnaire is divided into seven main sections: (1) general information, (2) education and training, (3) work experience, (4) military service--Form B only, (5) family status, (6) experiences and opinions, and (7) background information. Most of the items comprising these sections have been drawn from either the Base-Year, First, or Second Follow-Up Questionnaire, or are minor revisions thereof. New items are primarily concerned with activities and opinions, and reflect the expanded interest of the third follow-up in the transition of many study participants from four-year colleges into graduate school, the labor force, and in their transition into adult roles as citizens, workers, spouses, and parents.

Two different forms (A and B) of the survey questionnaire were developed and employed in the field test. (Copies of both forms of the field test questionnaire are provided in Appendix B.) The two forms differ both in length and format. Form A is 31 pages long and contains 144 questions; Form B is 47 pages long and contains 214 questions. Appendix B also provides a list of the corresponding items for the two questionnaire forms. Across the two questionnaire forms, item formats and response sets were systematically varied (in a manner described later in this appendix) in order to investigate alternative ways to elicit more complete response.

III. DATA COLLECTION

Data collection activity for the field test survey actually began on 8 October 1975 with the mailing of Concept '71 newsletters and return postcards, requesting name and address verification to all 903 sample members. Telephone tracing activities were initiated for the 131 sample members whose cards were returned by the Post Office as undeliverable, and all but 33 of these individuals were successfully traced.

On 5 March 1976, lead letters were sent to sample members reminding them of the forthcoming questionnaire mail-out and encouraging their continued participation in this study. Again, tracing was conducted to locate the remaining sample members whose letters could not be delivered by the Postal Service.

Shortly thereafter, on 12 March 1976, the first questionnaire was mailed to each person in the sample. Form A of the questionnaire was mailed to 455 sample members, and the remaining 448 individuals were mailed the Form B questionnaire. Thank-you/reminder postcards were sent to all members of the sample on 22 March, thanking those who had already completed and returned their questionnaires and prompting the nonrespondents to do the same.

A second questionnaire mail-out to nonrespondents occurred on 16 April 1976. Beginning on the same day and continuing through the next two weeks, RTI project staff made telephone calls to nonrespondents to advise them that they would soon be receiving another questionnaire and to encourage them to complete and return it at their earliest convenience.

Field test data were collected by mail only. Completed questionnaires received by RTI were logged in and then coded and keypunched, and all data collection activities were completed by 30 May 1976.

IV. ANALYSIS AND RESULTS

The analysis of the field test survey data focused primarily on the major concerns alluded to in the Introduction of this report, namely: (1) instrument response, (2) item response, (3) skip pattern errors, and (4) composite measure analysis. The analysis and results pertaining to each of these areas of concern are discussed in the sections which follow.

A. Instrument Response

Table A-1 presents the frequencies and percentages of questionnaire "returns" for major categories of respondents by week of receipt. Setting 20 May 1976 as the cut-off date for processing returns (questionnaires arriving after this date--and there were about 40 of these--were received too late to be coded, keypunched, and analyzed), a final, overall rate of 48 percent was achieved in the field-test survey. About 38 percent of these returns (or 19 percent of the total sample) were received within the first two weeks, i.e., by 26 March, and thus can be attributed solely to the mailing of the first questionnaire and thank-you/reminder postcards (and, perhaps, to the October newsletter).

Within the total group which is representative of the population with which the Third Follow-Up survey will be concerned, examination of Table A-1 also indicates no differences of practical significance for either of the two forms of the questionnaire. The instrument response rates for Form A and Form B were 49 percent and 48 percent, respectively, despite the fact that Form B was considerably longer and more demanding on the respondent.

As would be expected, the response rate of sample members who previously returned the newsletter postcard (76 percent), designed to verify and/or update name and address, was substantially higher than that of those who did not return the postcard (34 percent). A similar finding was obtained in the field test for the Second Follow-Up survey.

Table A-1

INSTRUMENT NON-RESPONSE AND WEEK OF RECEIPT FOR RESPONDENTS BY MAJOR EXPERIMENTAL CATEGORY FOR TOTAL SAMPLE: FIELD TEST OF THE THIRD NLS FOLLOW-UP SURVEY

Experimental Category	Total No. in Group	Instrument Non-Response			Instrument Response by Week Received				
		Total	Refused	Other	Total	Less Than 2 Weeks	3-4 Weeks	5-6 Weeks	More Than 6 Weeks
Total	903	466 (51.6)	27 (3.0)	439 (48.6)	437 (48.4)	168 (18.6)	125 (13.8)	66 (7.3)	78 (8.6)
Questionnaire Form:									
Form A	455	232 (51.0)	20 (4.4)	212 (46.6)	223 (49.0)	87 (19.1)	59 (13.0)	33 (7.2)	44 (7.7)
Form B	448	234 (52.2)	7 (1.2)	227 (50.7)	214 (47.8)	81 (18.1)	66 (14.7)	33 (7.4)	34 (7.6)
Sample Members who Returned Newsletter Postcard:									
Total	305	73 (23.9)	2 (0.6)	71 (23.3)	232 (76.1)	NA	NA	NA	NA
Form A	148	31 (20.9)	2 (1.4)	29 (19.6)	117 (79.1)	NA	NA	NA	NA
Form B	157	42 (26.8)	0 (0.0)	42 (26.8)	115 (73.2)	NA	NA	NA	NA
Sample Members who Did Not Return Newsletter Postcard:									
Total	598	393 (65.7)	25 (4.2)	368 (61.5)	205 (34.3)	NA	NA	NA	NA
Form A	307	201 (65.5)	18 (5.9)	183 (59.6)	106 (34.5)	NA	NA	NA	NA
Form B	291	192 (66.0)	7 (2.4)	185 (63.6)	99 (34.0)	NA	NA	NA	NA

NOTES:
1. Numbers in parentheses represent percentage.
2. Because of rounding, details may not add to totals.
3. NA means Not Available.

B. Item Response

There are at least five potential kinds of "response" to any item in the questionnaire. These are:

1. Appropriate response--the respondent should have answered the item and did;

2. Appropriate nonresponse--the respondent should not have answered the item and did not;

3. Inappropriate response--the respondent should not have answered the item and did;

4. Inappropriate nonresponse--the respondent should have answered the item and did not; and

5. Inappropriate multiple response--the respondent circled several response options, when the directions asked that only one be circled.

The marginal distributions and patterns of nonresponse, inappropriate response, etc., were tabulated for each item in the questionnaire for those who recieved Form A and Form B, separately. (The frequency distributions for valid codes for each questionnaire item are presented in Appendix B.) Items with high nonresponse rates (i.e., greater than 5 percent) and/or insufficient variability were flagged for subsequent inspection. If, upon closer inspection, the nonresponse to an item appeared justified, no further action was deemed necessary. If, on the other hand, the nonresponse to an item appeared unduly high, then the item was either reworked or deleted from the questionnaire. Similarly, if an item displayed insufficient variability in response, prohibiting its meaningful analysis in relation to other variables, it was also modified or deleted.

Two variations in item format were investigated in the third follow-up field test: open-ended versus fixed-response, and one-column versus two-column format. Each of these is discussed separately below.

1. Open-Ended versus Fixed-Response Items

Most of the questions on the NLS questionnaire are of the fixed-choice, or fixed-response, type. Open-ended questions are generally limited to questions concerning income, expenses, financial aid received, number of hours or weeks worked, and the like. However, the frequency of out-of-range responses (i.e., extreme values), inappropriate responses (e.g., answers given in terms of hourly wage when the question asked for weekly earnings), and inappropriate nonresponses to open-ended items in both the first and second follow-up instruments argued for the field testing of a fixed-response format for such items. The problem here is to determine whether or not the information obtained from the fixed-response items is greater than that from the open-ended items to a degree that warrants the additional space required by the fixed-response format.

Two types of fixed-response formats were developed and employed in Form B of the field test questionnaire. The first type, a "table look-up" format, was used for questions in the School Finances section of the questionnaire. This format presents the respondent with a table containing 16 dollar amount categories (ranging from "none" to "$5,000 or more") labeled A through P, and asks the respondent to answer a series of questions by writing in the letter code which corresponds most closely to the correct amount for each question. The other type of closed-response format was employed for selected items in the Work Experience section of the Form B questionnaire. This format presents the respondent with a list of five or six response options and a parallel column of numbers for each question and asks the respondent to circle the number that corresponds to the correct answer. The open-ended, or free-response, format was employed for identical questions in the School Finance and Work Experience sections of the Form A questionnaire.

The results of this phase of the analysis are summarized in Table A-2 and Table A-3. As can be seen in Table A-2, school finance questions employing the table look-up format (Form B) generally received higher percentages of inappropriate nonresponse than did the same questions employing the open-ended format (Form A). Furthermore, these differences can be attributed almost entirely to differences in the percentage of zero endorsements to these items. The results of the open- versus closed-response format comparison for the three work experience questions are in direct contrast to these. As shown in Table A-3, the percentage of inappropriate nonresponse was consistently lower for the closed-response item format (Form B questions) than for the open-ended format (Form A questions). Again, these differences are due almost entirely to differences in the percentage of zero responses.

2. One-Column versus Two-Column Items

The second type of variation in response format involved those questions that are comprised of a number of related sub-items, each of which must be considered by the respondent. Two different response formats for this type of question were employed in the third follow-up field test study. The one-column variation presents the respondent with a list of sub-items and a parallel column of numbers and tells him to "circle as many as apply." The other item format variation presents the respondent with the same set of sub-items and two parallel columns of numbers and instructs him to "circle one number on each line" to indicate whether each sub-item applies or does not apply to him. These two variations in item format were evaluated in terms of their ability to elicit more complete response.

The results of this analysis are presented in Table A-4. Unfortunately, though the findings indicate a fairly consistent pattern of slightly higher endorsement rates for the two-column format questions, the small number of respondents to both sets of questions prohibit any definitive conclusion in this regard.

Table A-2

MEAN RESPONSE RATES FOR OPEN-ENDED (FORM A) AND TABLE LOOK-UP (FORM B) QUESTIONS IN SCHOOL FINANCES SECTION

Questionnaire Form	Question No.	Total No. of Sample Members	Zero		$1 - 5,000+		Inappropriate Nonresponse		Other (e.g., Don't Know, Multiple Response, Refusal)	
			Mean N	Mean %	Mean N	Mean %	Mean N	Mean %	Mean N	Mean %
A	43	146	19.14	13.11	88.43	60.57	34.93	23.92	3.50	2.40
B	55	134	17.00	12.69	86.86	64.82	27.71	20.68	2.43	1.82
A	45	61	25.86	42.39	8.92	14.62	26.22	42.98	0.00	0.00
B	57	59	8.27	14.02	7.96	13.49	42.45	71.95	0.32	0.54
A	46	43	14.17	32.95	6.39	14.86	22.44	52.19	0.00	0.00
B	58	38	5.61	14.76	1.78	4.68	28.39	74.71	2.[illegible]	5.84
A	47	91	19.40	21.30	30.35	33.35	40.37	44.36	0.88	0.97
B	59	72	7.60	10.55	21.15	29.38	42.50	59.03	0.75	1.04
A	48	105	28.60	27.24	35.70	34.00	39.30	37.43	1.40	1.33
B	60	101	13.20	13.07	29.80	29.50	56.40	55.84	1.60	1.58
A	50	87	7.14	8.21	59.00	67.82	19.58	22.51	1.28	1.47
B	62	79	8.14	10.30	53.15	67.28	17.71	22.42	0.00	0.00
A	51	87	39.00	44.83	12.27	14.10	34.00	39.08	1.73	1.99
B	63	79	19.64	24.86	12.36	15.64	46.91	59.38	0.09	0.11
A	Mean	88.57	21.90	24.73	34.44	38.89	30.98	34.98	1.26	1.42
B	Mean	80.29	11.35	14.14	30.44	37.91	37.44	46.63	1.06	1.32

* Excludes legitimate nonrespondents, i.e., sample members who were appropriately routed around these questions.

NOTE: 1. Because of rounding, percentages may not add to 100 and other figures may not add to totals.

2. Mean N column entries represent the mean frequency of response category over subitems.

Table A-3

MEAN RESPONSE RATES FOR OPEN-ENDED (FORM A) AND CLOSED-RESPONSE (FORM B) QUESTIONS IN THE WORK EXPERIENCE SECTION

Questionnaire Form	Question No.	Total No. of Sample Members	Zero		> 0		Inappropriate Nonresponse		Other (e.g., Don't Know, Multiple Response, Refusal)	
			Mean N	Mean %	Mean N	Mean %	Mean N	Mean %	Mean N	Mean %
A	104	223	16.50	7.40	192.00	86.10	12.50	5.60	2.00	0.90
B	141	214	21.00	9.81	188.00	87.85	5.00	2.34	0.00	0.00
A	105	223	15.50	6.95	192.00	86.10	14.50	6.50	1.00	0.45
B	142	214	29.00	13.55	178.00	83.18	4.50	2.10	2.50	1.17
A	106	223	108.00	48.43	85.00	38.12	27.50	12.33	2.50	2.36
B	143	214	125.50	58.64	79.00	36.92	9.50	4.44	0.00	0.0
A	Mean	223	46.67	20.93	156.33	70.10	18.17	8.15	1.83	0.82
B	Mean	214	58.50	27.34	148.33	69.31	6.33	2.96	1.67	0.78

NOTE: 1. Because of rounding, percentages may not add to 100 and other figures may not add to totals.

2. Mean N column entries represent the mean frequency of response category over subitems.

All

Table A-4

MEAN NUMBER OF SUBITEMS ENDORSED FOR ONE-COLUMN AND TWO-COLUMN QUESTIONS

Questionnaire Form and Question No.	Total No. of Subitems	Form A: One-Column Format		Form B: Two-Column Format	
		No. of Respondents*	Mean No. of Subitems Endorsed	No. of Respondents*	Mean No. of Subitems Endorsed
Form A, Q. 13; Form B, Q. 17	10	21	2.57	17	2.47
Form A, Q. 41; Form B, Q. 53	14	30	1.80	26	2.85
Form A, Q. 74; Form B, Q. 101	17	42	2.19	54	2.89
Form A, Q. 128; Form B, Q. 183	21	2	1.00	5	1.60
Form A, Q. 134; Form B, Q. 189	9	223	1.43	214	1.78
Mean	14.2	63.6	1.80	63.2	2.32

A12

* Excludes legitimate nonrespondents, i.e., sample members who were appropriately routed around these questions.

C. Skip Pattern Errors

A computerized routing check procedure was employed to identify inappropriate respondents and inappropriate nonrespondents to specified items on the field test questionnaire. The percentages of these respondents provide an indication of whether or not there are problems with the skip pattern directions associated with these items. Two variations in skip pattern directions were employed in this study. The most frequently used skip pattern direction simply directs the respondent to "GO TO" a question farther on in the instrument. The other, less commonly employed type of direction tells the respondent encountering an inappropriate question or series of questions to "check here ☐ and go to" an appropriate question farther on in the instrument. The two variations in skip pattern directions were compared in terms of the average number of errors associated with each.

The results of this analysis are summarized in Table A-5. The data presented in this table would appear to support the general conclusion that the "check the box" type of routing direction is more effective than the single "GO TO" statement in limiting the number of both inappropriate responses and inappropriate nonresponses. We should point out, however, that there is a built-in bias in the skip pattern analysis. That is, there are certain errors of omission which could go unnoted for check-the-box questions but are always flagged for the "GO TO" questions and, thus, the reported percentage of inappropriate nonrespondents for the latter may be slightly inflated relative to that of the former.

Table A-5

SUMMARY OF RESPONDENT ERROR BY TYPE OF ROUTING QUESTION

Questionnaire Form/Item No.	Form A: Check Here ☐ and Go to							Form B: Go to						
	No. of Respondents*	Inappropriate Respondents		Inappropriate Nonrespondents		Total Respondent Error		No. of Respondents*	Inappropriate Respondents		Inappropriate Nonrespondents		Total Respondent Error	
		Frequency	%	Frequency	%	Frequency	%		Frequency	%	Frequency	%	Frequency	%
Form A, Q. 21; Form B, Q. 25	129	3	2.32	7	5.43	10	7.75	80	1	1.25	11	13.75	12	15.00
Form A, Q. 37; Form B, Q. 46	146	0	0.00	6	4.11	6	4.11	134	4	2.98	14	10.45	18	13.43
Form A, Q. 38; Form B, Q. 48	146	0	0.00	6	4.11	6	4.11	134	1	0.75	8	5.97	9	6.72
Form A, Q. 39; Form B, Q. 50	146	0	0.00	3	2.05	3	2.05	134	3	2.24	9	6.72	12	8.96
Form A, Q. 108; Form B, Q. 145	223	1	0.45	5	2.24	6	2.69	214	3	1.40	6	2.80	9	4.20
Form A, Q. 110; Form B, Q. 148	223	1	0.45	1	0.45	2	0.90	214	5	2.34	6	2.80	11	5.14
Mean	169	0.83	0.53	4.67	3.07	5.50	3.60	152	2.83	1.83	9.00	7.08	11.83	8.91

* Excludes legitimate nonrespondents, i.e., sample members who were appropriately routed around these questions.

D. Composite Measure Analysis

A number of new and potentially important attitudinal variables were employed in the field test of the third follow-up survey instrument. Among these items or sets of items are three sex-role scales, a social distance scale, questions pertaining to satisfaction with quality of life, attitudes toward job, and attitudes toward high school education.

For this phase of the analysis, the responses to both survey forms were first combined in order to make full use of all available information. Pearson product-moment correlations were then computed among the set of items comprising each of the new scales, and six separate principal components factor analyses were performed on the resulting intercorrelation matrices. Eigenvalues were computed for the factors obtained in each analysis, and the number of factors with eigenvalues greater than or equal to one were subjected to orthogonal (varimax) rotation. A total of 20 potentially meaningful composites were identified from these analyses and are summarized in Table A-6. For purposes of simplification and clarity of presentation, only those variables with substantial loadings on these factors, i.e., loadings of .40 or higher, were included in this table. (The complete tables of rotated factor loadings for the six separate principal components analyses are shown in Appendix D.) Furthermore, in order to prevent artifactual correlations between factors within each of the analyses, in no case was a variable allowed to define more than one factor.

Following the factor analyses, the internal consistencies of the newly derived composites or scales were determined, using coefficient alpha. As can be seen in Table A-7, all scales had positive consistency coefficients, ranging from .36 to .92; ten scales had reliabilities above .72. These consistencies are, for the most part, quite satisfactory, especially since many of the scales are measured by only a few variables. However, before proposing that the new scales be incorporated into the full-scale third follow-up instrument, we attempted to establish some sort of "construct validity" for the composite measures. Most of these measures would be expected to vary by level of academic education and

Table A-6

COMPOSITES AND COMPONENT VARIABLES DERIVED FROM THE SIX SEPARATE PRINCIPAL COMPONENTS FACTOR ANALYSES

Question No. Form A	Question No. Form B	Question Descriptor/Stem	Composite Number and Title	Component Variables*
Q.84	Q.111	How do you feel about the following statements regarding this job?	C1: Job performance feedback C2: Routine work C3: Pressure work	b, i, j (reflected), k (reflected), m e, f, h, l (reflected) a, d (reflected), e, g
Q.85	Q.112	How do you feel about the formal education or training you have received since high school as it relates to the work you have been describing?	C6: Education important to work performance C5: Educational importance unrelated to work performance	a, b, d, g e, f, h
Q.135	Q.196	...With respect to the following statements dealing with "quality of life", how satisfied are you with the way things are in your life at the present time?	C6: Personal growth C7: Freedom from constraints C8: Healthful environment	g, h, i, j, k a, b, d, e c, f
Q.138	Q.197	How do you feel about each of the following statements [regarding sex role]?	C9: Traditional values C10: Equality through changing attitudes C11: Liberation striving C12: Equality through child care and sharing C13: Perceived female work orientation	b, i, o, s c, h, k, m s d, g, n, r i
Q.140	Q.210	[This] question is about living and working with people of different races or ethnic groups. Please rate each of the statements [in terms of its acceptability or desirability].	C14: Moderate tolerance of other races C15: Low tolerance of other races C16: High tolerance of other races	a, b, c, e, g, j, m d, f, i, l h, k, n
Q.143	Q.213	What are your feelings about the high school you ...aduated from?	C17: School emphasis on career guidance C18: School emphasis on work-related material C19: School emphasis on nontraditional instruction C20: School emphasis on basic skills	f, i d, e j, k, l a

* Variables with rotated loadings less than .40 were omitted.

Table A-7

SUBGROUP DISCRIMINABILITY AND INTERNAL CONSISTENCY OF COMPOSITES DERIVED FROM SEPARATE PRINCIPAL COMPONENTS ANALYSES*

Composite No. and Title	Sex	H. S. Program	Father's Education	Father's Occupation	Internal Consistency
C1: Job performance feedback					.75
C2: Routine work					.63
C3: Pressure work					.36
C4: Education important to work performance					.89
C5: Educational importance unrelated to work performance		.047	.075		.36
C6: Personal growth					.73
C7: Freedom from constraints					.73
C8: Healthful environment					.72
C9: Traditional values	.039	.037		.055	.81
C10: Equality through changing attitudes	.068				.59
C11: Liberation striving	.048				--
C12: Equality through child care and sharing	.084			.030	.64
C13: Perceived female work orientation					--
C14: Moderate tolerance of other races		.041			.88
C15: Low tolerance of other races				.025	.85
C16: High tolerance of other races					.92
C17: School emphasis on career guidance					.60
C18: School emphasis on work-related material		.045		.081	.73
C19: School emphasis on nontraditional instruction					.63
C20: School emphasis on basic skills					--

* Table entries under subgroup classification variables represent R^2 significant at the .01 level.

family background (socio-economic status), for example. Accordingly, we tested for relationship between these measures and the educational attainment levels and other personal-family background measures of the respondents toward determining if these relationships were conceptually meaningful. Specifically, the purpose of this phase of the study was to determine if important subgroups of respondents classified on the basis of sex, H. S. program (General, Academic, Voc-Tech), father's education and father's occupation (blue collar, white collar) would be discriminable in terms of their scores on the new composite measures.

Thus, a linear composite score was computed for each respondent on each of the 20 selected rotated factors. These scores were computed by summing individuals' responses over variables with substantial loadings ($\geq$ .40) on a factor and dividing the sum by the number of non-missing variables marking the factor. Intercorrelations among the 20 composites were computed and are shown in Table A-8. With few exceptions, correlations between the composites were quite low.

Next, the mean and standard deviation of the composite scores for each subgroup were computed. Univariate analyses of variance were conducted on all 20 composite variables for each of the classification variables. The results of these "validity" analyses are presented in Table A-7 which shows the pattern of discriminability for each of the composite measures. As can be seen in this table, there are no significant group differences on 12 of the 20 composite measures. Four other composites discriminated only on the basis of one classification variable. One composite measure (C5) discriminated on two of the four classification variables, but had an internal consistency reliability of only .36. As expected, composites C9 through C12 discriminated on the sex variable and C18 discriminated on the basis of both high school program and father's occupation.

Table A-8

INTERCORRELATIONS AMONG 20 COMPOSITE SCORES

Composite	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20
C1	1.00																			
C2	-.30	1.00																		
C3	.25	.05	1.00																	
C4	.42	-.29	.18	1.00																
C5	.26	-.17	.10	.24	1.00															
C6	.43	-.15	.08	.27	.23	1.00														
C7	.31	-.07	.08	.19	.10	.55	1.00													
C8	.24	-.16	.08	.11	.02	.28	.40	1.00												
C9	.06	.04	.07	-.07	.03	.05	.09	.18	1.00											
C10	-.13	.03	-.10	.04	.01	-.07	-.13	-.20	-.40	1.00										
C11	-.02	-.01	-.01	.08	.00	.05	.03	-.01	-.40	.27	1.00									
C12	-.05	.07	-.03	.00	.04	-.08	-.12	-.08	-.48	.45	.30	1.00								
C13	-.10	-.06	-.03	-.01	.01	-.02	-.02	-.03	.16	-.03	-.07	-.05	1.00							
C14	.01	-.01	.07	.13	-.07	-.05	.01	.05	.31	-.18	-.16	-.26	.07	1.00						
C15	-.06	-.03	-.06	-.04	.02	-.06	-.07	-.16	-.29	.28	.17	.20	-.09	-.40	1.00					
C16	.01	.06	.13	.07	-.02	.03	.03	.04	.25	-.13	-.20	-.14	.11	.52	-.36	1.00				
C17	.22	-.04	.14	.18	.23	.15	.15	.11	.07	-.03	.07	.01	-.01	.07	-.08	.03	1.00			
C18	-.16	.16	.02	-.05	-.15	-.18	-.05	-.04	.01	.11	.01	.13	-.05	-.02	.12	.04	-.18	1.00		
C19	-.05	.01	.03	.03	.01	-.19	-.09	-.02	-.07	.25	.54	.25	.00	.06	.09	.01	-.02	.23	1.00	
C20	.05	-.03	.03	.12	.11	.07	.07	.04	.11	.01	-.05	-.14	.03	.06	-.03	-.03	.04	.02	.08	1.00

NOTE: Correlations based on the following sample sizes:
N = 326 for C1 - C3;
N = 264 for C4 - C5;
N = 407 for C6 - C8;
N = 349 for C9 - C13;
N = 410 for C14 - C16; and
N = 409 for C17 - C20.

V. SUMMARY AND CONCLUSIONS

The major findings and conclusions, based on the third follow-up field test of the probability sample of 903 seniors from the high school class of 1971, may be summarized as follows:

(1) An overall instrument mail response rate of 48.4 percent was achieved in the field test. (Actually, the response rate is over 54% if we include the 40 questionnaires which were received after the 20 May 1976 cutoff date for data processing and analysis and exclude from the total sample those 23 individuals whom we have been unable to contact/trace since the base-year field test survey.) This response rate represents a substantial drop from the 62 percent obtained in the second follow-up field test and suggests that it may be even more difficult and require even more effort to keep the full-scale sample intact for the third follow-up of the NLS.

(2) No appreciable difference in response rates was found between the two survey forms which were employed in the field test, despite the fact that Form B was considerably longer and more demanding on the respondent. In fact, an examination of the marginals for Form A and Form B showed that the item response rates were about the same for both forms and, further, that they were just as high for items near the end of the questionnaire as they were for those in the beginning.

(3) The two open-ended versus fixed-response item format analyses yielded sharply contrasting results. The "table look-up" format was considerably less effective than the open-ended format in limiting the number of inappropriate nonresponses to the School Finances questions, though both formats proved to be particularly ineffective in this regard. On the other hand, the closed-response format was more effective than the open-ended format in minimizing the number of inappropriate nonresponses to selected work experience questions. The use of the closed-response format in the work experience questions

was decided against, however, because of a potential loss of information and the apparent importance of having open-ended responses for econometric analyses.

(4) The results of the one-column versus two-column item response format analysis were less clear-cut. While the two-column format demonstrated consistently higher subitem endorsement rates, the small number of respondents to these questions prohibited any conclusive statement regarding the relative effectiveness of the two format variations.

(5) The results of the "GO TO" versus "check here ☐ and go to" skip pattern analysis showed the latter type of direction to be consistently more effective in limiting the number of inappropriate responses and inappropriate nonresponses. The built-in bias of the "check here ☐ and go to," plus analysis problems encountered in the second follow-up with this format, led to the decision to use the "GO TO" instruction in the full-scale instrument, except in cases where the "check here ☐ and go to" significantly eases respondent burden and where potential analytical problems (based on second follow-up results) are judged minimal.

(6) Finally, 20 new scales, or composite measures, were obtained from separate principal components factor analysis of the combined (Form A and Form B) responses to six different attitude-type questions in the field test questionnaire. Of these, seven were selected for inclusion in the full-scale third follow-up questionnaire based upon careful consideration of their internal consistency reliabilities, their intercorrelations with other composites, their relationships with four basic subgroup classification variables, and their perceived utility for subsequent data analysis with other variables in the NLS data base. This results in the reduction in the number of subitems constituting the items on sex roles and feelings about high school, and the deletion of the four remaining items. Second follow-up Q. 82 replaced Q. 85 (Form A)/Q. 112 (Form B), dealing with relationship of training to work.

NOTICE - All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

O. M. B. NO. 51-3-75078
APPROVAL EXPIRES 1-31-77

THIRD FOLLOW-UP QUESTIONNAIRE

CONCEPT 71
CONCEPT 71
A PROJECT OF THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
CONCEPT 71

FORM A

Prepared for the
NATIONAL CENTER FOR EDUCATION STATISTICS
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
WINTER 1975-76

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington D.C. 20202

GENERAL INSTRUCTIONS

This questionnaire is divided into the following seven sections:

A. General Information
B. Education and Training
C. Work Experience
D. Family Status
E. Experiences and Opinions
F. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?

(Circle one number on each line.)

	My Reasons	Not my Reasons
Graduated	(1)	2
Entered college	1	(2)
Went to work	(1)	2

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the **first week of October 1975?**" Because it has been nearly two years since we last heard from you, we also ask some questions about what you were doing in 1974. As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

All of the information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. If there are questions that you would rather not answer, simply do not answer them.

When you complete this questionnaire, please place it in the post-paid, preaddressed envelope provided and mail it to:

CONCEPT 71
Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709

THANK YOU FOR YOUR COOPERATION!

SECTION A: GENERAL INFORMATION

1. **What were you doing the first week of October 1975?**

(Circle as many as apply.)

Working for pay at a full-time or part-time job	1	146
Taking academic courses at a two- or four-year college	2	49
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	3	8
Enrolled in graduate or professional school	4	14
On active duty in the Armed Forces (or service academy)	5	5
Homemaker	6	43
Temporary layoff from work, on strike, looking for work, or waiting to report to work	7	17
Other (describe: _____)	8	12

2. **How would you describe your living quarters as of the first week of October 1975?**

(Circle one.)

Private house or mobile home	1	105
Private apartment	2	77
Dormitory or apartment operated by a school or college	3	14
Fraternity or sorority house	4	1
Rooming or boarding house	5	7
Military service barracks, on board ship, etc.	6	0
Other (describe: _____)	7	16

3. **Now please think back a year to the fall of 1974. What were you doing in October 1974?**

(Circle as many as apply.)

Working for pay at a full-time or part-time job	1	128
Taking academic courses at a two- or four-year college	2	99
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	3	9
Enrolled in graduate or professional school	4	0
On active duty in the Armed Forces (or service academy)	5	6
Homemaker	6	39
Temporary layoff from work, on strike, looking for work, or waiting to report to work	7	6
Other (describe: _____)	8	8

4. **Are you a twin?**

Yes	1	2
No	2	215

SECTION B: EDUCATION AND TRAINING

This section asks information about your training and education. We would like to find out about all of the schools you have attended during the last two years, from October 1973 to October 1975. This information, combined with information you have given us in earlier follow-ups, will help to give us a complete picture of your educational experiences since high school. (Persons in the military service should also answer the questions in this section.)

5. **During the two-year period from October 1973 through October 1975 were you enrolled in or did you take classes at any school like a college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?**

77 No ..... 1 *GO TO Q. 49, page 11*
137 Yes ..... 2 *GO TO Q. 6*

SCHOOL ATTENDANCE FROM OCTOBER 1974 THROUGH OCTOBER 1975

6. **Were you enrolled in or did you take classes at any school at any time from October 1974 through October 1975?**

17 No ..... 1 *GO TO Q. 25, page 5*
118 Yes ..... 2 *GO TO Q. 7*

7. **Did you attend school in the first week of October 1975?**

53 No 1
72 Yes ..... 2 } *GO TO Q. 8*

8. **What is the exact name and location of the school you were attending in the first week of October 1975? If you were not in school in the first week of October 1975, please describe the school you attended for the longest period between October 1974 and October 1975. (Please print and do not abbreviate.)**

School Name: 124 answered

City: _____ State: _____

9. **What kind of school is this?**

(Circle one.)

Vocational, trade, business, or other career training school	1	11
Junior or community college (two-year)	2	9
Four-year college or university	3	89
Graduate school	4	7
Professional school (medical school, dental school, law school, etc.)	5	3
Other (describe: _____)	6	5

10. **When did you first attend this school?** _____ (month) _____ (year)

11. **Are you currently attending this school?**

45 Yes 1
75 No ..... 2 Date left: _____ (month) _____ (year)

12. **Were you classified by this school as a full-time student?**

93 Yes 1
2 Don't know ..... 2 } *GO TO Q. 14, next page*
21 No ..... 3 *GO TO Q. 13, next page*

13. **What were your reasons for attending school part-time instead of full-time?**

(Circle as many as apply.)

a. Could not afford to go full-time	1	4
b. Working full-time	2	14
c. Working part-time	3	6
d. Family responsibilities	4	2
e. Taking job-related courses	5	9
f. Taking courses for personal enrichment	6	9
g. Undecided about career plans	7	3
h. Too much pressure or strain with full-time load	8	5
i. Health problems or physical handicap	9	0
j. Other (specify: _____)	10	2

14. **About how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

_____ Hours per week

15. **How were you classified by your school?**

(Circle one.)

Freshman (first-year undergraduate student)	1	5
Sophomore (second-year undergraduate student)	2	10
Junior (third-year undergraduate student)	3	18
Senior (fourth-year undergraduate student)	4	61
Graduate or professional student	5	14
Special student	6	0
Other classification (specify: _____)	7	4
My school doesn't classify students	8	9

16. **What was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): 122 answered _____

17. **Please select below the category which best describes this field or area.**

(Circle one.)

Agriculture or Home Economics	1	7
Business (accounting, marketing, personnel management, etc.)	2	17
Office and Clerical (bookkeeping, stenography, general office, etc.)	3	2
Computer Technology (keypunch operator, programming, computer operations, etc.)	4	1
Education (elementary, special, physical, etc.)	5	19
Engineering (civil, electrical, mechanical, etc.)	6	5
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)	7	5
Humanities and Fine Arts (music, religion, English, etc.)	8	12
Health Services (nursing, lab technician, occupational therapy, etc.)	9	12
Public Services (law enforcement, food service, recreation, beautician, etc.)	10	4
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	11	2
Social Sciences (psychology, history, economics, sociology, etc.)	12	12
Biological Sciences (zoology, physiology, anatomy, etc.)	13	6
Professional Program (medical school, dental school, law school, divinity school, etc.)	14	5
OTHER field or area (specify: _____)	15	9
UNDECIDED	16	0

18. **This (above) is:**

	(Circle one.)	
A Vocational Program (does not lead to a Bachelor's or higher degree)	1	13
An Academic Program that leads to a 4- or 5-year Bachelor's degree	2	85
An Academic Program that leads to a Master's degree or equivalent	3	18
An Academic Program that leads to a Ph.D. or equivalent	4	1
A Professional Program that leads to an M.D., L.L.B., B.D., D.D., D.D.S., or equivalent	5	3

19. **What kind of certificate, license, diploma, or degree were you studying for?**

	(Circle as many as apply.)	(For each number circled, enter year expect to complete.)	
None	1	GO TO Q. 21 6	
A certificate (specify in what: _____)	2	17 19____	GO TO Q. 20
A license (specify in what: _____)	3	6 19____	
A 2-year or 3-year vocational degree or diploma	4	1 19____	
A 2-year academic degree	5	10 19____	
A 4-year or 5-year college Bachelor's degree	6	79 19____	
A Master's degree or equivalent	7	12 19____	
A Ph.D. or equivalent	8	2 19____	
An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: _____)	9	2 19____	
Other (specify: _____)	10	1 19____	

20. **How confident do you feel that you will obtain this degree?**

	(Circle one.)	
Very confident	1	91
Reasonably confident	2	15
Not very confident	3	8

21. **If you were working on a job(s) at the SAME TIME that you were going to school, how many hours per week did you normally work? (If you were not working at the same time you were going to school, check here ☐ and go to Q. 23.)**

	(Circle one.)	
1-5 hours per week	1	6
6-10 hours per week	2	12
11-15 hours per week	3	6
16-20 hours per week	4	19
21-34 hours per week	5	13
35-48 hours per week	6	18
49 or more hours per week	7	1

22. **During this time, did you work for the school you were attending?**

	(Circle one.)	
No	1	47
Yes, working for pay (only)	2	19
Yes, working off cost of tuition, housing, or meals	3	3
Yes, both of the above	4	9

23. **Suppose you had not been attending school during this time, but had been working full-time instead. How much money do you think you could have earned per week?**

$_____ per week

24. **Which of the following best describes how well you have done in all of your coursework or program during the past year from Fall 1974 through Summer 1975? If your school(s) or programs(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

(Circle one.)

Mostly A	1	20
About half A and half B	2	37
Mostly B	3	35
About half B and half C	4	23
Mostly C	5	6
About half C and half D	6	3
Mostly D or below	7	0

SCHOOL ATTENDANCE FROM OCTOBER 1973 THROUGH OCTOBER 1974

25. **Now please think back to the period from October 1973 through October 1974. Were you taking classes or courses at any school during that time?**

11 No	1	*GO TO Q. 37, page 7*
132 Yes	2	*GO TO Q. 26*

26. **Were you attending school during the month of October 1974?**

78 Yes, at the same school I reported above in Q. 8	1	*GO TO Q. 30*
17 Yes, at a school I have not yet reported	2	*GO TO Q. 27*
21 No	3	*GO TO Q. 27*

27. **What is the exact name and location of the school you were attending in October 1974? (If you were not in school in October 1974 please describe the school you attended for the longest period between October 1973 and October 1974.) (Please print and do not abbreviate.)** 55 answered

School Name: _____

City: _____ State: _____

28. **What kind of school is this?**

(Circle one.)

Vocational, trade, business or other career training school	1	8
Junior or community college (two-year)	2	15
Four-year college or university	3	29
Graduate school	4	0
Professional school (medical school, dental school, law school, etc.)	5	1
Other (describe: _____)	6	0

29. **When did you first attend this school?** _____ (month) _____ (year)

30. **Were you classified by this school as a full-time student?**

Yes	1	115
No	2	15
Don't know	3	1

31. **How were you classified by your school?**

(Circle one.)

Freshman (first-year undergraduate student)	1	14
Sophomore (second-year undergraduate student)	2	25
Junior (third-year undergraduate student)	3	52
Senior (fourth-year undergraduate student)	4	22
Graduate or professional student	5	2
Special student	6	2
Other classification (specify: _____)	7	6
My school doesn't classify students	8	7

32. **Was your field of study or training area during this time the same as it was in October 1975?**

73 Yes	1	*GO TO Q. 36, next page*
30 No, was not in school in October 1975	2	*GO TO Q. 33*
16 No, different from October 1975	3	*GO TO Q. 33*

33. **What was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): 54 answered _____

34. **Please select below the category which best describes this field or area.**

(Circle one.)

Agriculture and Home Economics	1	4
Business (accounting, marketing, personnel management, etc.)	2	3
Office and Clerical (bookkeeping, stenography, general office, etc.)	3	5
Computer Technology (keypunch operator, programming, computer operations, etc.)	4	3
Education (elementary, special, physical, etc.)	5	7
Engineering (civil, electrical, mechanical, etc.)	6	2
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)	7	3
Humanities and Fine Arts (music, religion, English, etc.)	8	5
Health Services (nursing, lab technician, occupational therapy, etc.)	9	7
Public Services (law enforcement, food service, recreation, beautician, etc.)	10	1
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	11	1
Social Sciences (psychology, history, economics, sociology, etc.)	12	4
Biological Sciences (zoology, physiology, anatomy, etc.)	13	1
Professional Program (medical school, dental school, law school, divinity school, etc.)	14	1
OTHER field or area (specify: _____)	15	6
UNDECIDED	16	4

35. **This (above) is:**

(Circle one.)

A Vocational Program (does not lead to a Bachelor's or higher degree)	1	20
An Academic Program that leads to a 4- or 5-year Bachelor's degree	2	29
An Academic Program that leads to a Master's degree or equivalent	3	1
An Academic Program that leads to a Ph.D. or equivalent	4	4
A Professional Program that leads to an M.D., L.L.B., B.D., D.D., D.D.S., or equivalent	5	0

36. **Which of the following best describes how well you have done in all of your coursework or program during the one-year period from Fall 1973 through Summer 1974? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

(Circle one.)

Mostly A	1	27
About half A and half B	2	33
Mostly B	3	30
About half B and half C	4	27
Mostly C	5	10
About half C and half D	6	1
Mostly D or below	7	0

SINCE HIGH SCHOOL

37. **Considering all of the schools you have attended since high school, please estimate how many credits you had earned by October 1975 which could be used for a four-year college Bachelor's degree. (If you have not received any credits which could be used for a Bachelor's degree, check here ☐ and go to Q. 38.)**

____ Number of quarter hours
____ Number of semester hours
____ Number of other types of credits (specify type: _____)

SINCE OCTOBER 1973

38. **If you have changed your field of study or training area since October 1973, what were your reasons? (If you have not changed your field of study or training area since October 1973, or if you had not selected a field or area at that time, check here ☐ and go to Q. 39, next page.)**

(Circle one number on each line.)

	My Reasons	NOT My Reasons
a. Courses more difficult than I expected	2 1	25 2
b. Met people with new ideas	14 1	15 2
c. Poor advice on original choice	5 1	23 2
d. Lack of information on jobs related to original choice	7 1	21 2
e. Content of courses different from what I expected	8 1	20 2
f. New information about other fields of study or training areas	17 1	11 2
g. Interest aroused by courses	14 1	14 2
h. More jobs available for graduates in the field I changed to	7 1	22 2
i. Better jobs available for graduates in the field I changed to	6 1	23 2
j. Interest aroused by job I have held	12 1	16 2
k. Other (specify: _____)	11 1	6 2

39. If you have changed schools at any time since October 1973, what were your reasons for doing so? (If you have not changed schools since October 1973, check here ☐ and go to Q. 40.)

(Circle one number on each line.)

	My Reasons	NOT My Reasons
a. My interest changed, and my former school did not offer the course of study I wanted	7 1	27 2
b. Wanted to attend a less expensive school	2 1	32 2
c. My grades were too low to continue at the former school	1 1	33 2
d. Wanted to be at a smaller school	0 1	34 2
e. Wanted to be at a larger school	2 1	32 2
f. Wanted to attend school closer to home	5 1	30 2
g. Wanted to attend a school farther away from home	2 1	32 2
h. Wanted to attend a school that would give me better career opportunities	8 1	27 2
i. Wanted to attend a more prestigious school	3 1	32 2
j. Wanted to attend a school where I could maximize my intellectual and personal development	9 1	26 2
k. More group or social activities of interest	4 1	30 2
l. Transferred from a two-year to a four-year school to continue my education	10 1	26 2
m. Enrolled in graduate or professional study at another school	8 1	26 2
n. Other (specify: _____)	13 1	14 2

40. Since October 1973, have you withdrawn from any school before you completed your studies at that school?

(Circle one.)

112	No 1	GO TO Q. 42, next page
9	Yes, but I have since returned to school 2	GO TO Q. 41
7	Yes, but I plan to return before October 1976 3	
14	Yes, and I do not plan to return before October 1976 4	

41. What were your reasons for withdrawing?

(Circle as many as apply.)

a. Became ill	1	1
b. Was denied educational loans (or could not obtain adequate loan financing)	2	1
c. Was denied adequate scholarship or grant support	3	0
d. Expected parental support not available	4	1
e. Unable to obtain necessary employment or work-study opportunity	5	2
f. Had other financial difficulties	6	9
g. Was offered a good job	7	5
h. Got married or planned to get married	8	3
i. School work was not relevant to the real world	9	2
j. Wanted to get practical experience	10	6
k. Failing or not doing as well as I wanted	11	4
l. Wasn't really sure what I wanted to do	12	12
m. Transferred to another school	13	3
n. Other (describe: _____)	14	6

DURING YOUR LAST YEAR IN SCHOOL

42. With regard to your education and training during the last year you were in school, how satisfied as a whole were you with the following?

(Circle one number on each line.)

	Very Satisfied	Somewhat Satisfied	Neutral or No Opinion	Somewhat Dissatisfied	Very Dissatisfied
a. The ability, knowledge, and personal qualities of most teachers	51 1	64 2	9 3	16 4	2 5
b. The social life	44 1	41 2	31 3	16 4	10 5
c. Development of my work skills	51 1	54 2	17 3	15 4	5 5
d. My intellectual growth	55 1	73 2	6 3	4 4	2 5
e. Counseling or job placement	16 1	25 2	50 3	30 4	21 5
f. The buildings, library, equipment, etc.	36 1	66 2	16 3	17 4	4 5
g. Cultural activities, music, art, drama, etc.	29 1	39 2	51 3	12 4	10 5
h. The intellectual life of the school	21 1	55 2	36 3	20 4	10 5
i. Course curriculum	36 1	58 2	12 3	29 4	6 5
j. The quality of instruction	40 1	64 2	16 3	19 4	4 5

SCHOOL FINANCES FROM FALL 1973 THROUGH SUMMER 1975

The following questions ask about your school finances from Fall 1973 through Summer 1975.

43. Considering the two time periods of (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, what is your estimate of how much it cost you to live and go to school, regardless of who paid? Estimate the amounts and record them below. Enter a zero, "0," where you had no expenses. Do not include costs after Summer 1975.

	(a) Fall 1973 - Summer 1974	(b) Fall 1974 - Summer 1975
Tuition and fees	$ _____	$ _____
Books and supplies	$ _____	$ _____
Transportation to and from class from where I lived while attending school	$ _____	$ _____
Other school-related expenses	$ _____	$ _____
Housing and meals	$ _____	$ _____
All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc.	$ _____	$ _____
HOW MUCH MONEY IS THIS IN TOTAL?	$ _____	$ _____

44. How many months were you in school during the twelve-month period from (a) Fall 1973 through Summer 1974 and during the twelve-month period from (b) Fall 1974 through Summer 1975?

(a) Fall 1973 - Summer 1974 _____

(b) Fall 1974 - Summer 1975 _____

45. Considering the two time periods of (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, did you receive any kind of scholarship, fellowship, grant, or benefits to go to school? (If not, check here ☐ and go to Q. 46.)

Estimate the amounts and record them below. Enter a zero, "0," where you received no financial assistance. Do not include loans.

	(a) Fall 1973 - Summer 1974	(b) Fall 1974 - Summer 1975
a. Basic Educational Opportunity Grant	$ _____	$ _____
b. Supplemental Educational Opportunity Grant	$ _____	$ _____
c. College scholarship or grant from college funds	$ _____	$ _____
d. ROTC scholarship or stipend	$ _____	$ _____
e. Nursing Scholarship Program	$ _____	$ _____
f. Social Security Benefits (for students 18-22 who are children of disabled or deceased parents)	$ _____	$ _____
g. Veterans Administration War Orphans or Survivors Benefits Program	$ _____	$ _____
h. Veterans Administration Direct Benefits (GI Bill)	$ _____	$ _____
i. State scholarship	$ _____	$ _____
j. Other scholarship or grant (write in: _____)	$ _____	$ _____
TOTAL DOLLAR VALUE	$ _____	$ _____

46. Considering the same two periods from (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, did you receive a loan to go to school? (If not, check here ☐ and go to Q. 47.)

Estimate the amounts and record them below. Enter a zero, "0," where you received no loans.

	(a) Fall 1973- Summer 1974	(b) Fall 1974- Summer 1975
a. Federal Guaranteed Student Loan	$ _____	$ _____
b. State loan	$ _____	$ _____
c. Regular bank loan	$ _____	$ _____
d. National Defense (Direct) Student Loan	$ _____	$ _____
e. Nursing Student Loan	$ _____	$ _____
f. School or college loan	$ _____	$ _____
g. Relatives or friends	$ _____	$ _____
h. Other loan (write in: _____)	$ _____	$ _____
TOTAL DOLLAR VALUE	$ _____	$ _____

47. Considering the two time periods of (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, did you receive financial assistance (not a loan) from any relatives or friends to go to school? (If not, check here ☐ and go to Q. 48, next page.)

Estimate the amounts and record them below. Enter a zero, "0," where you received no financial assistance.

	(a) Fall 1973- Summer 1974	(b) Fall 1974- Summer 1975
a. Parents	$ _____	$ _____
b. Husband or wife	$ _____	$ _____
c. Other family or friends	$ _____	$ _____
TOTAL DOLLAR VALUE	$ _____	$ _____

48. Considering the same two periods from (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, did you pay any of the costs to go to school from money you had saved or earned? (If not, check here ☐ and go to Q. 49.)

Estimate the amounts and record them below. Enter a zero, "0," where you received no money.

	(a) Fall 1973-Summer 1974	(b) Fall 1974-Summer 1975
a. Own savings or summer earnings	$ _____	$ _____
b. College work-study or cooperative education program	$ _____	$ _____
c. Teaching or research assistantship	$ _____	$ _____
d. Other earnings while taking courses	$ _____	$ _____
TOTAL DOLLAR VALUE	$ _____	$ _____

49. From October 1973 to October 1975, did you earn any certificate, license, diploma, or degree of any kind?

	(Circle as many as apply.)	Date Received Month	Year	Name of Institution
No	1	133		
Yes, a certificate (specify in what: _____)	2	21	_____ 19__	_____
Yes, a license (specify in what: _____)	3	14	_____ 19__	_____
Yes, a 2-year or 3-year vocational degree or diploma	4	3	_____ 19__	_____
Yes, a 2-year academic degree	5	7	_____ 19__	_____
Yes, a 4-year or 5-year college Bachelor's degree	6	52	_____ 19__	_____
Yes, a Master's degree or equivalent	7	0	_____ 19__	_____
Yes, other (specify: _____)	8	4	_____ 19__	_____

SCHOOL FINANCES FROM FALL 1975 THROUGH SUMMER 1976

50. If you are (or will be) in school at any time from Fall 1975 through Summer 1976, how much do you expect your total expenses will be for this academic year? (If you are not or do not plan to be in school during this time, check here ☐ and go to Q. 53a, next page.) Estimate your expenses and record them below. Enter a zero, "0," where you expect no expenses.

Tuition and fees	$ _____
Books and supplies	$ _____
Transportation to and from class from where I live while attending school	$ _____
Other school-related expenses	$ _____
Housing and meals	$ _____
All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc.	$ _____
HOW MUCH MONEY IS THIS IN TOTAL?	$ _____

51. **How do you plan to meet these expenses? Estimate the amounts you expect to receive from each source and record them below. Enter a zero, "0," where you expect no money.**

	Amount will receive from each source
Grant	$ _____
Fellowship	$ _____
Scholarship	$ _____
Loan	$ _____
Teaching or research assistantship	$ _____
Job other than assistantship	$ _____
Spouse's income	$ _____
Savings	$ _____
Parents	$ _____
Other relatives or friends	$ _____
Other (specify: _____)	$ _____

52. **If you are receiving any kind of financial assistance (including a teaching or research assistantship), what was the basis for your receiving this assistance? (If you are not receiving financial assistance, check here ☐ and go to Q. 53a.)**

(Circle one.)

Economic need	1	6
Academic merit	2	2
Economic need and academic merit	3	2
Other (specify: _____)	4	5
Don't know	5	2

53a. **Have you received a Bachelor's degree from a four-year college?**

144 No	1	*SKIP TO SECTION C, page 16*
69 Yes	2	*GO TO Q. 53b.*

53b. **Did you formally apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1975?**

55 No	1	*GO TO Q. 66, page 14*
(6 Yes	2	*GO TO Q. 54*

54. **What was the name and location of the institution of your FIRST choice? (Please print and do not abbreviate.)**

16 answered

School: _____

Department or program (e.g., law school, public health, journalism, psychology): _____

City: _____ State: _____

55. **Were you accepted for admission at this school?**

(Circle one.)

Yes, and attended	1	11
Yes, but did not attend	2	3
No, was not accepted	3	3

56. **Did you apply for financial aid at this school?**

(Circle one.)

7 No	1	*GO TO Q. 58, next page*
5 Yes, but was not offered financial aid	2	
4 Yes, and was offered financial aid	3	*GO TO Q. 57, next page*
0 No, but was offered financial aid	4	

57. **What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter a zero, "0".)**

Grant or fellowship ..... $ _____
Loan ..... $ _____
Promised teaching or research assistantship or other job ..... $ _____

58. **What was the name and address of your SECOND choice graduate or professional school? (If you applied to only one school, check here ☐ and go to Q. 66, next page.) (Please print and do not abbreviate.)**

8 answered

School: _____

Department or program (e.g., law school, public health, journalism, psychology): _____

City: _____ State: _____

59. **Were you accepted for admission at this school?**

(Circle one.)

Yes, and attended 1 (1)
Yes, but did not attend 2 (3)
No, was not accepted 3 (4)

60. **Did you apply for financial aid at this school?**

(Circle one.)

2 No ..... 1 } *GO TO Q. 62*
2 Yes, but was not offered financial aid ..... 2 }
2 Yes, and was offered financial aid ..... 3 } *GO TO Q. 61*
0 No, but was offered financial aid ..... 4 }

61. **What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter a zero, "0".)**

Grant or fellowship ..... $ _____
Loan ..... $ _____
Promised teaching or research assistantship or other job ..... $ _____

62. **What was the name and address of your THIRD choice graduate or professional school? (If you applied to only two schools, check here ☐ and go to Q. 66, next page.) (Please print and do not abbreviate.)**

5 answered

School: _____

Department or program (e.g., law school, public health, journalism, psychology): _____

City: _____ State: _____

63. **Were you accepted for admission at this school?**

(Circle one.)

Yes, and attended 1 (2)
Yes, but did not attend 2 (2)
No, was not accepted 3 (1)

64. **Did you apply for financial aid at this school?**

(Circle one.)

4 No ..... 1 } *GO TO Q. 66, next page*
0 Yes, but was not offered financial aid ..... 2 }
2 Yes, and was offered financial aid ..... 3 } *GO TO Q. 65, next page*
0 No, but was offered financial aid ..... 4 }

65. **What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter a zero, "0".)**

Grant or fellowship ..... $ _____
Loan ..... $ _____
Promised teaching or research assistantship or other job ..... $ _____

66. **Circle the category that describes your present status with respect to advanced training in graduate or professional school.**

(Circle one.)

6	Already obtained the advanced degree I wanted 1	*SKIP TO SECTION C, page 16*
19	Now in school working toward an advanced degree 2	*GO TO Q. 68, next page*
7	Never attended and do not plan to 3	*GO TO Q. 67*
7	Attended but left before obtaining a degree, and plan to return for a degree in the future 4	
0	Attended but left before obtaining a degree and do NOT plan to get any further degree 5	
27	Never attended but want to do so in the future 6	

67. **Which of the following factors are important reasons for your not attending graduate or professional school at the present time? (After you have answered this question, skip to Section C, page 16.)**

(Circle as many as apply.)

a.	I have no interest in graduate or professional education 1	5
b.	There are no graduate or professional schools in the community I am living in now 2	7
c.	I have family responsibilities that require my presence at home 3	6
d.	My family (and/or spouse) does not approve of my attending graduate school 4	0
e.	I cannot financially afford to attend graduate school at the present time 5	34
f.	I can earn too much money to consider attending graduate school 6	3
g.	I need additional work experience before applying or returning to graduate school 7	16
h.	I have changed my career field and must take further courses before I can apply to graduate school 8	0
i.	My career goals are still too uncertain to attend graduate school now 9	18
j.	I have changed my career plans and am no longer interested in a field for which an advanced degree is necessary 10	1
k.	I do not need an advanced degree to succeed in the field I am now in (or want to enter) 11	10
l.	I'm tired of school 12	19
m.	I was not accepted at the institution of my choice 13	3
n.	I need additional undergraduate work to meet graduate school requirements 14	3
o.	My undergraduate grades were not good enough to qualify me for admission 15	2
p.	I'm waiting to enter or in the Armed Forces 16	0
q.	Other (specify: _____) 17	8

SKIP TO SECTION C, page 16

68. **How important was each of the following reasons in your deciding to attend graduate or professional school?**

(Circle one number on each line.)

	Did NOT Consider	Not Important	Important	Determining Factor
a. Obtaining credentials for a specific career	2 .1	2 .2	9 .3	8 .4
b. No satisfactory jobs available	5 .1	3 .2	7 .3	6 .4
c. Better salary	3 .1	1 .2	15 .3	4 .4
d. Enjoy school	2 .1	6 .2	10 .3	5 .4
e. Interest in subject matter	1 .1	0 .2	13 .3	10 .4
f. Social atmosphere	4 .1	12 .2	6 .3	1 .4
g. Other (specify: _____)	3 .1	1 .2	1 .3	1 .4

69. **How important was each of the following reasons in your choosing the institution for your graduate or professional study?**

(Circle one number on each line.)

	Did NOT Consider	Not Important	Important	Determining Factor
a. Cost of attending	5 .1	4 .2	14 .3	2 .4
b. Availability of financial aid	7 .1	5 .2	9 .3	4 .4
c. Recommendation of undergraduate professor	4 .1	9 .2	6 .3	5 .4
d. Presence of a particular professor at the institution	14 .1	8 .2	1 .3	1 .4
e. Quality of a particular department	2 .1	3 .2	15 .3	5 .4
f. Reputation of the institution	4 .1	3 .2	12 .3	4 .4
g. Location	2 .1	1 .2	10 .3	12 .4
h. Library facilities	7 .1	5 .2	11 .3	1 .4
i. Proximity to spouse's school/work	14 .1	4 .2	2 .3	4 .4
j. Other (specify: _____)	5 .1	0 .2	0 .3	1 .4

70. **To what extent do the following interfere with your graduate studies?**

(Circle one number on each line.)

	Interferes Greatly	Interferes Somewhat	Does Not Interfere	Does Not Apply To Me
Family life	0 .1	5 .2	12 .3	6 .4
Social life	1 .1	6 .2	14 .3	2 .4
My non-academic job	3 .1	7 .2	6 .3	7 .4

71. **To what extent does graduate or professional study interfere with the following kinds of activities? How does your spouse (if you have one) feel about this?**

	(Circle one number on each line.) a. My feelings:			(Circle one number on each line.) b. My spouse's feelings:			
	Interferes Greatly	Interferes Somewhat	Does Not Interfere	Interferes Greatly	Interferes Somewhat	Does Not Interfere	No Spouse
Family life	1 .1	10 .2	12 .3	0 .1	4 .2	2 .3	10 .4
Social life	3 .1	10 .2	10 .3	0 .1	3 .2	4 .3	
Cultural pursuits	2 .1	7 .2	14 .3	0 .1	1 .2	5 .3	
Leisure activities	7 .1	7 .2	8 .3	0 .1	4 .2	2 .3	
My non-academic job	1 .1	5 .2	16 .3	1 .1	1 .2	4 .3	

SECTION C: WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held in the two-year period from October 1973 through October 1975. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, the relation of your training and education to your work experience, and your experience in looking for work. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

JOBS FOR 1974-1975

72. **During the one-year period from October 1974 through October 1975 did you hold a job of any kind?**

18 No ..... 1 *GO TO Q. 92, page 19*
202 Yes ..... 2 *GO TO Q. 73*

73. **Were you working during the first week of October 1975?** **(Circle one.)**

126 Yes, full-time 1
35 Yes, part-time ..... 2 } *GO TO Q. 75, next page*
42 No ..... 3 *GO TO Q. 74*

74. **What were the reasons you were not working during the first week of October 1975?**

(Circle as many as apply.)

a. Did not want to work 1 8
b. On temporary layoff from work, waiting to report to work, or on strike 2 6
c. Was full-time homemaker 3 7
d. Going to school 4 21
e. Not enough job openings available 5 12
f. Union restrictions 6 1
g. Would have required moving 7 0
h. Required work experience I did not have 8 4
i. Jobs available offered little opportunity for career development 9 6
j. Health problems or physical handicap 10 0
k. Could not arrange child care 11 0
l. Other family responsibilities (including pregnancy) 12 3
m. Waiting to enter or in Armed Forces 13 0
n. Not educationally qualified for types of work available 14 6
o. There were jobs but none where I could use my training 15 6
p. Spouse preferred that I didn't work 16 4
q. Other (specify: _____) 17 8

75. **Please describe below the job you held during the first week of October 1975. If you did not hold a job that week, please describe the job you held for the longest period between October 1974 and October 1975. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary or commission?	1	139
A GOVERNMENT employee (Federal, State, county, or local institution or school)?	2	45
Self-employed in your OWN business, professional practice, or farm?	3	5
Working WITHOUT PAY in family business or farm?	4	1

f. When did you start working at this job? _____(month)_____(year)

g. Are you currently working at this job?

119 Yes 1
77 No .....2 Date left: _____(month)_____(year)

76. **How many hours did you usually work at this job in an average week?**

_____ Hours per week

77. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$_____ per week (Earnings before deductions)

78. **Did you include overtime in these hours and earnings?** **(Circle one.)**

116 No, because I did not work overtime	1	GO TO Q. 81
46 No, I did not include overtime	2	GO TO Q. 79
28 Yes, I included overtime	3	GO TO Q. 79

79. **How many hours of overtime did you work per week, on the average?**

_____ Hours per week

80. **What was your overtime rate?**

$_____ per hour

81. **The following are some general things that people do on their jobs. About how much time did you spend on each in the average work day?**

(Circle one number on each line.)

	None	Very Little	Some	A Great Deal
a. Working with things (machinery, apparatus, art materials, etc.)	30 .1	29 .2	55 .3	55 .4
b. Doing paperwork (administrative, clerical, computational, etc.)	32 .1	31 .2	65 .3	71 .4
c. Managing (analysis, synthesis, reporting of information)	52 .1	45 .2	61 .3	34 .4
d. Working with people (as part of the job)	8 .1	11 .2	36 .3	143 .4

82. a. About how many people were employed in the entire organization for which you worked? (State or Federal employees give the approximate number of people in your Department, e.g., State, Commerce, Motor Vehicles, etc. Self-employed give the approximate number of your employees.) (Circle one number in Column A.)

b. About how many of these people worked in the same plant or office as you? (Circle one number in Column B.)

	A. Total Organization	B. Same Plant or Office
Less than 10	42 1	80 1
10 - 99	42 2	42 2
100 - 499	35 3	19 3
500 - 999	10 4	2 4
1,000 - 2,499	19 5	6 5
2,500 and over	36 6	7 6

83. Please think of the person who had most control over what you actually did on the job. Which of the following best describes how closely this person supervised you?

(Circle one.)

This person decided both what I did and how I did it 1	35
This person decided what I did, but I decided how I did it 2	42
This person gave me some freedom in deciding what I did and how I did it 3	65
I was more or less my own boss within the general policies of the organization 4	52
There was no such person 5	3

84. How do you feel about the following statements regarding this job?

(Circle one number on each line.)

		Agree Strongly	Agree	Disagree	Disagree Strongly
a.	My job was competitive	18 1	69 2	81 3	31 4
b.	I usually saw the specific results of my work	77 1	89 2	23 3	10 4
c.	My job was often repetitive	72 1	89 2	31 3	6 4
d.	Work hours were flexible	39 1	54 2	60 3	46 4
e.	My employment was steady	198 1	70 2	15 3	6 4
f.	What I had to do on the job was usually predictable	68 1	102 2	22 3	8 4
g.	I usually worked under time pressures	40 1	69 2	73 3	17 4
h.	I had few opportunities for making policy decisions	48 1	79 2	55 3	17 4
i.	My work was important	74 1	95 2	21 3	6 4
j.	It was hard to find out how well I was doing on my job	12 1	25 2	104 3	57 4
k.	The opportunities for personal growth on my job were poor	42 1	54 2	54 3	49 4
l.	I often took work home	14 1	18 2	67 3	100 4
m.	Most of the time my work was interesting	46 1	100 2	34 3	20 4

85. How do you feel about the formal education or training you have received since high school as it relates to the work you have been describing? (If you have received no formal education or training since high school, check here ☐ and go to Q. 89.)

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly
a. Most of what I learned was directly applicable to my work	35 1	45 2	35 3	5 1 4
b. My education or training was very useful in helping me find work	44 1	53 2	34 3	35 4
c. I do not have specific training and that is a handicap in finding suitable work	4 1	27 2	53 3	78 4
d. Most of what I did on the job I learned to do in my education or training	25 1	44 2	58 3	39 4
e. Being able to think and to express myself were more important in my work than any specific job training I had	31 1	71 2	41 3	21 4
f. Apart from helping me get a job, my education has helped me live a fuller life	53 1	77 2	25 3	9 4
g. My education was good preparation for this job	34 1	51 2	51 3	27 4
h. My training was important to get this job, but not to perform it	16 1	36 2	74 3	38 4

86. Not including on-the-job or employer training, did you receive formal instruction to do this kind of work?

No ..... 1 *GO TO Q. 89* 102
Yes ..... 2 *GO TO Q. 87* 65

87. Where did you receive this training?

(Circle as many as apply.)

High school 1 13
Vocational, trade, business, or other career training school 2 10
Junior or community college 3 13
Four-year college or university 4 33
Military service 5 5
Other (describe: _____) 6 8

88. Did the school at which you received your training for this job refer you to this job?

Yes 1 15
No 2 51

89. Were you working at a second job in the first week of October 1975 at the SAME TIME as you held the job you described above?

No ..... 1 *GO TO Q. 92* 181
Yes ..... 2 *GO TO Q. 90* 21

90. How many hours did you usually work at this second job in an average week?

_____ Hours per week

91. In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

$_____ per week (Earnings before deductions)

JOBS FOR 1973-1974

92. Now please think back to the period from October 1973 through October 1974. Did you hold a job of any kind during that time?

35 No ..... 1 *GO TO Q. 104 page 21*
184 Yes ..... 2 *GO TO Q. 93, next page*

93. **Were you working during the month of October 1974?**

(Circle one.)

40 No.....1
97 Yes, full-time 2
50 Yes, part-time 3
} *GO TO Q. 94*

94. **Please describe below the job you held during October 1974. If you did not hold a job that month, please describe the job you held for the longest period between October 1973 and October 1974. (If you held more than one job at that time, describe the one at which you worked the most hours.) If this is the same job you reported for 1974-1975 in Q. 75, check here ☐ and go to Q. 95.**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary or commissions?.....1 98
A GOVERNMENT employee (Federal, State, county, or local institution or school)? 2 20
Self-employed in your OWN business, professional practice, or farm?.....3 3
Working WITHOUT PAY in family business or farm? 4 0

f. When did you start working at this job? _____(month)_____(year)

g. Are you currently working at this job?

17 Yes 1
105 No.....2 Date left: _____(month)_____(year)

95. **How many hours did you usually work at this job in an average week?**

_____ Hours per week

96. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$_____ per week (Earnings before deductions)

97. **Did you include overtime in these hours and earnings?** **(Circle one.)**

123 No, because I did not work overtime.....1 *GO TO Q. 100, next page*
30 No, I did not include overtime 2
23 Yes, I included overtime 3
} *GO TO Q. 98*

98. **How many hours of overtime did you work per week, on the average?**

_____ Hours per week

99. **What was your overtime rate?**

$_____ per hour

100. How important were the following as reasons for your leaving this job? (If you have not left this job, check here ☐ and go to Q. 101.)

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important
a.	Poor pay or fringe benefits	22.1	29.2	70.3
b.	Lack of importance and challenge	24.1	26.2	69.3
c.	Poor working conditions	14.1	21.2	85.3
d.	Lack of opportunity for promotion and advancement with this employer	26.1	28.2	68.3
e.	Lack of opportunity for promotion and advancement with this line of work	22.1	20.2	77.3
f.	No or little opportunity to use past training and education	30.1	17.2	73.3
g.	Lack of security or permanence	14.1	11.2	94.3
h.	Dissatisfied with my supervisor(s)	21.1	17.2	83.3
i.	Lack of opportunity for developing new skills	26.1	21.2	72.3
j.	Unhappy with the job as a whole	23.1	22.2	76.3
k.	Moved to another location	29.1	5.2	84.3
l.	I was laid off or fired	15.1	3.2	103.3
m.	Went back to school or college	41.1	1.2	81.3
n.	Got married or had a baby	13.1	4.2	101.3
o.	Left to obtain a better job	33.1	10.2	76.3
p.	Other (specify: _____)	33.1	0.2	33.3

101. Were you working at a second job during the month of October 1974 at the SAME TIME as the job you described above?

167 No ..... 1 *GO TO Q. 104*
15 Yes ..... 2 *GO TO Q. 102*

102. How many hours did you usually work at this second job in an average week?

_____ Hours per week

103. In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

$_____ per week

JOBS FOR OCTOBER 1973 THROUGH OCTOBER 1975

104. During the entire 52-week period from (a) October 1973 to October 1974 and the entire 52-week period from (b) October 1974 to October 1975, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)

(a) 1973-1974: _____ Number of weeks

(b) 1974-1975: _____ Number of weeks

105. During the same two 52-week periods from (a) October 1973 to October 1974 and from (b) October 1974 to October 1975, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)

(a) 1973-1974: _____ Number of employers

(b) 1974-1975: _____ Number of employers

106. During the same two 52-week periods from (a) October 1973 to October 1974 and from (b) October 1974 to October 1975, about how many weeks did you spend looking for work, on strike, on layoff from a job, or waiting to report to a job?

(a) 1973-1974:	(b) 1974-1975:
_____ Number of weeks	_____ Number of weeks

LOOKING FOR WORK

107. Were you employed during the month of September 1975?

Yes	1	163
No	2	59

108. If you were looking for work in September 1975, how long had you been looking for work by the end of September 1975? (If you were not looking for work that month, check here ☐ and go to Q. 109.)

(Circle one.)

Less than 2 weeks	1	6
2-4 weeks	2	10
5-9 weeks	3	4
10 weeks or more	4	12

109. Would you be willing to move to another city or community for a job?

Yes	1	134
No	2	85

110. If you were looking for work or for a different job anytime from October 1973 through October 1975, which of these methods were useful to you? (If you were not looking for work or for a different job during this period, check here ☐ and go to Q. 111, next page.)

(Circle one number on each line.)

	Used and Obtained Job	Used But Did NOT Obtain Job	Heard Of But Did NOT Use	Never Heard Of
a. School or college placement service	12 .1	35 .2	65 .3	8 .4
b. Professional periodicals or organizations	1 .1	28 .2	74 .3	16 .4
c. Civil Service applications	6 .1	34 .2	72 .3	7 .4
d. Public employment service	4 .1	42 .2	69 .3	4 .4
e. Private employment agency	5 .1	21 .2	88 .3	6 .4
f. Community action or welfare groups	1 .1	11 .2	97 .3	19 .4
g. Newspaper, TV, or radio ads	20 .1	49 .2	49 .3	1 .4
h. Direct application to employers	68 .1	40 .2	15 .3	0 .4
i. Registration with a union	2 .1	4 .2	95 .3	17 .4
j. Relatives	17 .1	32 .2	67 .3	6 .4
k. Friends	43 .1	35 .2	41 .3	4 .4
l. Attendance at job fairs	1 .1	8 .2	62 .3	48 .4
m. Other (specify: _____)	4 .1	0 .2	9 .3	10 .4

111. **What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

(Circle one.)

a.	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	22
b.	CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2	10
c.	FARMER, FARM MANAGER	3	4
d.	HOMEMAKER OR HOUSEWIFE ONLY	4	24
e.	LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	1
f.	MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	23
g.	MILITARY such as career officer, enlisted man or woman in the Armed Forces	7	1
h.	OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	8	6
i.	PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher	9	59
j.	PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10	17
k.	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11	6
l.	PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12	2
m.	SALES such as salesperson, advertising or insurance agent, real estate broker	13	3
n.	SCHOOL TEACHER such as elementary or secondary	14	13
o.	SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15	6
p.	TECHNICAL such as draftsman, medical or dental technician, computer programmer	16	11
q.	NOT WORKING	17	4

112. **If you were free to choose any kind of work, ignoring obstacles such as finances, time for training, admission requirements, etc., would you still choose the one you circled above?**

113 Yes 1

66 No ..... 2 Preferred work: _____ (Use number.)

SECTION D: FAMILY STATUS

113. What was your marital status, as of the first week of October 1975?

(Circle one.)

24 Never married, but plan to be married within the next 12 months 1
100 Never married, and don't plan to be married within the next 12 months ..... 2 } *GO TO Q. 123, next page*

3 Divorced, widowed, separated 3
67 Married ..... 4 } *GO TO Q. 114*

114. What was the date of your marriage to your current (or most recent) spouse?

_____ (month) _____ (year)

115. As of the first week of October 1975, what was your husband or wife doing? (If you were not married in the first week of October 1975, check here ☐ and go to Q. 122, next page.)

(Circle as many as apply.)

Working for pay at a full-time or part-time job 1	56
Taking academic courses at a two- or four-year college 2	10
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 3	3
Enrolled in graduate or professional school 4	3
On active duty in the Armed Forces (or service academy) 5	5
Homemaker 6	16
Temporary layoff from work, on strike, looking for work, or waiting to report to work 7	4
Other (describe: _____) 8	6

116. Please describe below the job your husband or wife held during October 1975. (If your spouse was not working, check here ☐ and go to Q. 122, next page.)

a. For whom did he/she work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were his/her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables and filing, etc.)
(Write in): _____

117. How many hours did he/she usually work at this job in an average week?

_____ Hours per week

118. In an average week, approximately how much did he/she earn at this job? (Report his/her gross earnings before deductions. If not paid by the week, please estimate.)

$_____ per week

119. Did you include overtime in these hours and earnings?

37 No, because he/she did not work overtime ..... 1 *GO TO Q. 122, next page*
15 No, I did not include overtime ..... 2 } *GO TO Q. 120, next page*
5 Yes, I included overtime ..... 3 }

120. How many hours of overtime did he/she work per week, on the average?

_____ Hours per week

121. What was his/her overtime rate?

$_____ per hour

122. Now please think back a year to the Fall 1974. What was your husband or wife doing in October 1974? (If you were not married in October 1974, check here ☐ and go to Q. 123.)

(Circle as many as apply.)

Working for pay at a full-time or part-time job	1	42
Taking academic courses at a two- or four-year college	2	9
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	3	0
Enrolled in graduate or professional school	4	3
On active duty in the Armed Forces (or service academy)	5	4
Homemaker	6	14
Temporary layoff from work, on strike, looking for work, or waiting to report to work	7	4
Other (describe: _____)	8	6

123. As of the first week of October 1975, were you dependent upon your parents, spouse, or any other relatives or friends for more than one-half of your financial support?

(Circle one number on each line.)

	Yes		No	
Parents	44	1	160	2
Spouse	41	1	149	2
Other relatives or friends	2	1	172	2

124. What is the best estimate of your income before taxes for (a) ALL OF 1974 and for (b) ALL OF 1975? If you are married, include your spouse's income in the total. Do not include loans. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0."

	(a) Amount Received 1974	(b) Amount Received 1975
Your own wages, salaries, commissions, and net income from a business or farm	$ _____	$ _____
Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm	$ _____	$ _____
Public assistance	$ _____	$ _____
Unemployment compensation	$ _____	$ _____
All other income you and your spouse received (include interest, dividends, rental property income, gifts, scholarships, fellowships, etc.)	$ _____	$ _____
TOTAL INCOME FOR YOU AND YOUR SPOUSE	$ _____	$ _____

125. Did you owe money as of the first week of October 1975 for:

(Circle one number on each line.)

	None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	$2000 to $4999	$5000 to $9999	$10,000 or More
a. Education or training	0 142	1 1	2 10	3 5	4 14	5 22	6 4	7 0
b. Mortgage on house or mobile home	0 162	1 0	2 2	3 0	4 1	5 4	6 6	7 16
c. Other debts (car, rent, appliances, medical bills, and so on)	0 96	1 2	2 28	3 23	4 26	5 32	6 3	7 1

126. **Have you ever attempted to borrow money from a school, state or federal government, bank, or other lending institution that would enable you to continue your education or training?**

(Circle one.)

149 No, have never attempted to borrow money for this purpose .....1 *GO TO Q. 132, next page*
67 Yes, and received a loan .....2 *GO TO Q. 130, next page*
2 Yes, but did not receive a loan .....3 *GO TO Q. 127*

127. **From what sources did you attempt to borrow money and did not receive a loan?**

(Circle as many as apply.)

School 1 1
State 2 1
Federal Government 3 1
Bank or other lending institution 4 1
Other (specify: _____) 5 0

128. **What were the reasons you did not receive a loan to continue your education?**

(Circle as many as apply.)

a. Had not lived in area long enough 1 0
b. Had not worked at present place of employment long enough 2 0
c. Not working 3 0
d. Had no account at a bank 4 0
e. Lack of credit references 5 0
f. Poor credit standing 6 0
g. No one to co-sign loan 7 0
h. Not enough collateral 8 0
i. Too many other bills 9 0
j. Income too low 10 0
k. Marital status 11 0
l. Bank did not make educational loans 12 0
m. Ineligible for State or Federal guaranteed loans because of residency requirements 13 0
n. Ineligible for State or Federal guaranteed loans because have already borrowed too much 14 0
o. Institution's loan funds had been exhausted 15 0
p. Bank or lending agency had reached its quota of educational loans 16 0
q. No funds available for my field of study 17 0
r. Income too high 18 0
s. Was offered loan, but early repayment schedule made it impractical 19 0
t. Don't know why I was refused a loan 20 0
u. Other (specify: _____) 21 2

129. **Did the denial of your loan request make a critical difference in:**

a. Your decision whether or not to continue your education or training?

Yes 1 0
No 2 3

b. Your decision where (what institution or program) to continue your education or training?

2 Yes 1
0 No .....2 *GO TO Q. 132, next page*

130. **Was the loan in the amount you requested?**

Yes 1 66
No 2 3

131. **Would you have borrowed more extensively to finance your education had more loan funds been available?**

Yes 1 14
No 2 54

132. **Looking back on your experiences since high school graduation, did the lack of finances from any sources (loans, parental support, grant aid, work) make a difference in your educational plans?**

(Circle one.)

161 No, I did not change my plans due to a lack of finances .....1 *GO TO Q. 134*
16 Yes, I decided on a different institution or program .....2 } *GO TO Q. 133*
30 Yes, I decided to postpone or not to continue my education .....3 }

133. **If finances had not been a barrier, where would you have continued your education or training?**

(Circle one.)

Vocational, trade, business, or other career training school 1 8
Junior or other community college (two-year) 2 10
Four-year college or university (public) 3 16
Four-year college or university (private) 4 15
Graduate or professional school 5 5
Other (describe: _____) 6 2

134. **If you wanted to get additional education, would any of the following be reasons why you could not do so?**

(Circle as many as apply.)

a. I probably couldn't afford it 1 80
b. I wouldn't be qualified (low grades, test scores, etc.) 2 17
c. There is no school within commuting distance from my home ..3 19
d. I wouldn't have the time to do it 4 57
e. I probably couldn't get released from my job to do it 5 28
f. I wouldn't be sufficiently interested 6 55
g. School would interfere with family obligations 7 39
h. Spouse would object 8 2
i. Other (specify: _____) 9 22

SECTION E: EXPERIENCES AND OPINIONS

135. People often use the term "quality of life" to mean different things. With respect to the following statements dealing with "quality of life," how satisfied are you with the way things are in your life at the present time?

(Circle one number on each line.)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
a. Having enough money—to buy sufficient food, to dress as needed, and to have adequate shelter	107 1	67 2	35 3	13 4
b. Having healthful living patterns—eating a balanced diet, getting plenty of exercise and regular sleep	117 1	74 2	27 3	4 4
c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources	87 1	70 2	44 3	20 4
d. Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities	60 1	85 2	50 3	26 4
e. Feeling free—not tied down by many personal or work responsibilities	61 1	101 2	43 3	15 4
f. Feeling personally safe from violence, injustice, or fraud	75 1	103 2	27 3	16 4
g. Having a chance to do the kind of work I really want to do in life	65 1	81 2	41 3	30 4
h. Having sustained personal relationships—loving and being loved	142 1	51 2	19 3	9 4
i. Living a life of honesty and moral integrity—doing what I think is right to do	149 1	56 2	13 3	0 4
j. Having the opportunity to read, think and discuss important questions about life values, etc.	122 1	79 2	18 3	1 4
k. Having the chance to get a good education	99 1	77 2	28 3	14 4

136. How do you describe yourself?

(Circle one.)

American Indian or Alaska Native	1 0
Black, Afro-American, or Negro	2 18
Mexican-American or Chicano	3 1
Puerto Rican	4 3
Other Latin-American	5 2
Asian (Oriental) or Pacific Islander	6 5
White or Caucasian	7 189
Other	8 3

137. Do you feel that being a member of this racial or ethnic group has made it harder or easier for you to:

(Circle one number on each line.)

	Harder	Easier	Neither
a. Get a good education?	10 1	57 2	155 3
b. Get a good job?	33 1	54 2	128 3
c. Get promotions?	19 1	39 2	160 3
d. Get fair wages or salary increases?	14 1	34 2	169 3
e. Get good housing?	12 1	53 2	151 3

138. **How do you feel about each of the following statements?**

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly
a. A working mother can be just as good a mother as the woman who doesn't work	53 1	85 2	56 3	26 4
b. It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family	29 1	61 2	66 3	38 4
c. Schools teach women to want the less important jobs	8 1	43 2	106 3	55 4
d. A woman's job should be kept for her when she is having a baby	82 1	102 2	28 3	6 4
e. Having a job gives a woman more of a chance to develop herself as a person	84 1	110 2	16 3	6 4
f. Too much pressure is put on men to become successful in a career and have an important job	58 1	115 2	42 3	2 4
g. There should be free or inexpensive child-care centers so that more women could take jobs	51 1	101 2	49 3	14 4
h. Young men should be encouraged to take jobs that are usually filled by women (nursing, secretarial work, etc.)	19 1	105 2	73 3	15 4
i. Most women are just not interested in having big and important jobs	13 1	75 2	101 3	24 4
j. It is a woman's right to decide not to have children if she thinks it will interfere with her work career	73 1	101 2	30 3	11 4
k. Many qualified women can't get good jobs; men with the same skills have much less trouble	43 1	117 2	51 3	4 4
l. Most women are happiest when they are making a home and caring for children	15 1	77 2	99 3	19 4
m. High school counselors should urge young women to train for jobs which are now held mainly by men	23 1	86 2	87 3	14 4
n. It is the woman's duty as well as the man's to participate in leading and taking care of things in society	90 1	115 2	9 3	2 4
o. It is more important for a wife to help her husband than to have a career herself	29 1	53 2	102 3	30 4
p. Men should not have to work under the supervision of women	8 1	21 2	131 3	55 4
q. A woman should stay home if her husband wants her to, even if she has no children	14 1	24 2	111 3	68 4
r. More jobs should be set up so that fathers and mothers can both work at half-time or three-fourths time jobs	32 1	113 2	57 3	11 4
s. Men should be given first chance at most jobs because they have the primary responsibility for providing for a family	24 1	48 2	99 3	44 4

139. **Do you feel that your sex (male or female) has made it harder or easier for you to:**

(Circle one number on each line.)

	Harder	Easier	Neither
a. Get a good education?	3 1	11 2	205 3
b. Get a good job?	26 1	46 2	146 3
c. Get promotions?	19 1	19 2	179 3
d. Get fair wages or salary increases?	51 1	21 2	145 3
e. Get good housing?	9 1	10 2	198 3

140. **The next question is about living or working with people of different races or ethnic groups. Please rate each of the statements below using the following terms:**

Not at all acceptable:	I'd avoid this if I possibly could.
Somewhat acceptable:	I could live with this, but not be happy about it.
Acceptable:	This would be O.K., (or) I'd be neutral about this.
Desirable:	I'd really like this

(Circle one number on each line.)

	Not at All Acceptable	Somewhat Acceptable	Acceptable	Desirable
How would you feel about ...				
a. Having close personal friends of another race?	12 1	13 2	144 3	51 4
b. Having a job with a supervisor of a different race?	4 1	19 2	176 3	21 4
c. A family of a different race (but same level of education and income) moving next door to you?	14 1	25 2	148 3	33 4
d. Having your (future) children's friends be all of your race?	56 1	42 2	89 3	32 4
e. Having some of your (future) children's friends be of other races?	10 1	21 2	117 3	73 4
How would you feel about having a job where ...				
f. All the employees are of your race?	15 1	38 2	138 3	30 4
g. Some employees are of a different race?	2 1	8 2	169 3	42 4
h. Most employees are of a different race?	42 1	66 2	103 3	10 4
How would you feel about living in an area where ...				
i. All the neighbors are of your race?	6 1	25 2	135 3	54 4
j. Some of the neighbors are of other races?	9 1	22 2	160 3	30 4
k. Most of the neighbors are of other races?	55 1	77 2	84 3	3 4
How would you feel about having your (future) children go to schools where ...				
l. All the children are of your race?	26 1	38 2	111 3	45 4
m. Some of the children are of other races?	1 1	12 2	159 3	46 4
n. Most of the children are of other races?	59 1	72 2	82 3	5 4

141. **What percentage of your neighbors, co-workers, and friends are white (Caucasian)?**

(Circle one number on each line.)

	None	1 to 24%	25 to 49%	50 to 74%	75 to 99%	All
a. My neighbors	13 1	7 2	11 3	19 4	67 5	105 6
b. The people I work with	7 1	13 2	17 3	35 4	73 5	62 6
c. My friends and acquaintances	3 1	23 2	11 3	34 4	98 5	49 6
d. The people I see at church and other organizations	13 1	10 2	7 3	34 4	81 5	71 6

142. **How many of your present friends and acquaintances are people you went to high school with?**

(Circle one.)

Very few or none	1	129
Less than half	2	50
About half	3	31
More than half	4	8
All, or nearly all	5	4

143. **What are your feelings about the high school you graduated from?**

(Circle one number on each line.)

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Does not apply
a. School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	34 1	67 2	80 3	13 4	28 5
b. School should have provided more help for students who were having trouble with subjects like math and reading	90 1	93 2	20 3	4 4	15 5
c. Most required courses were a waste of time	21 1	50 2	90 3	57 4	3 5
d. School should have placed more emphasis on vocational and technical programs	73 1	87 2	39 3	11 4	9 5
e. School did not offer enough practical work experience	89 1	88 2	26 3	10 4	8 5
f. School provided me with counseling that helped me continue my education	21 1	62 2	57 3	65 4	16 5
g. School gave me new ideas about the type of work I wanted to do	13 1	64 2	72 3	64 4	8 5
h. School provided me with counseling that helped me get a better idea of myself and my relations with other people	10 1	49 2	78 3	81 4	3 5
i. School provided me with counseling that helped me find employment	5 1	32 2	59 3	95 4	29 5
j. School should have helped students find jobs when they left school	47 1	112 2	44 3	10 4	14 5
k. School should have used more television lectures	11 1	48 2	89 3	44 4	29 5
l. School should have used teaching machines or computer-assisted instruction more extensively	20 1	47 2	75 3	54 4	23 5

144. **This last question also asks you to think back to your high school experience. Please complete each open-ended sentence with as many examples as you wish.**

In high school I wish:

184 a. the school had offered a course in _____

_____

102 b. the physical education program had given us more of a chance to _____

_____

143 c. I had been encouraged to take a course in _____

_____

161 d. the teachers had _____

_____

151 e. more freedom had been given to the students to _____

_____

149 f. the school had _____

_____

SECTION F: BACKGROUND INFORMATION

Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.

	TELEPHONE	
YOUR NAME:		
ADDRESS:	AREA CODE	NUMBER
CITY: STATE:	ZIP:	

Please PRINT the name, address and telephone number of your parents.

	TELEPHONE	
YOUR PARENTS' NAME:		
ADDRESS:	AREA CODE	NUMBER
CITY: STATE:	ZIP:	

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

	TELEPHONE	
NAME:		
ADDRESS:	AREA CODE	NUMBER
CITY: STATE:	ZIP:	

	TELEPHONE	
NAME:		
ADDRESS:	AREA CODE	NUMBER
CITY: STATE:	ZIP:	

Please PRINT your spouse's full name (if you are married).

SPOUSE'S FULL NAME:

Please give the following information about yourself.

(a) Date of birth _____ (month) _____ (day) _____ (year)

(b) Sex: (Circle one) Male.....1 38
Female.....2 20

(c) Social Security No: _____

(d) Driver's License No. _____ State _____

(e) When did you complete this questionnaire? _____ (month) _____ (day) _____ (year)

THANK YOU very much for taking your time to answer these questions for us. Please use the space below to jot down any comments you have about the questions. It would be especially helpful to us if you would give us the numbers of any questions you found confusing or hard to understand.

_____

_____

_____

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN CONCEPT 71

NOTICE - All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

O. M. B. NO. 51-S-75078
APPROVAL EXPIRES 1-31-77

THIRD FOLLOW-UP QUESTIONNAIRE

CONCEPT 71

CONCEPT 71

A PROJECT OF THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

CONCEPT 71

FORM B

Prepared for the
NATIONAL CENTER FOR EDUCATION STATISTICS
BY RESEARCH TRIANGLE INSTITUTE ☐ RESEARCH TRIANGLE PARK, NORTH CAROLINA
WINTER 1975-76

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington D.C. 20202

GENERAL INSTRUCTIONS

This questionnaire is divided into the following seven sections:

A. General Information
B. Education and Training
C. Work Experience
D. Military Service
E. Family Status
F. Experiences and Opinions
G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?

(Circle one number on each line.)

	My Reasons	Not my Reasons
Graduated	(1)	2
Entered college	1	(2)
Went to work	(1)	2

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the first week of October 1975?" Because it has been nearly two years since we last heard from you, we also ask some questions about what you were doing in 1974. As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

All of the information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. If there are questions that you would rather not answer, simply do not answer them.

When you complete this questionnaire, please place it in the post-paid, preaddressed envelope provided and mail it to:

CONCEPT 71
Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709

THANK YOU FOR YOUR COOPERATION!

SECTION A: GENERAL INFORMATION

1. **What were you doing the first week of October 1975?**

(Circle as many as apply.)

Working for pay at a full-time or part-time job	1	1:56
Taking academic courses at a two- or four-year college	2	51
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	3	8
Enrolled in graduate or professional school	4	9
On active duty in the Armed Forces (or service academy)	5	6
Homemaker	6	49
Temporary layoff from work, on strike, looking for work, or waiting to report to work	7	10
Other (describe: _____)	8	10

2. **How would you describe your living quarters as of the first week of October 1975?**

(Circle one.)

Private house or mobile home	1	106
Private apartment	2	87
Dormitory or apartment operated by a school or college	3	6
Fraternity or sorority house	4	0
Rooming or boarding house	5	2
Military service barracks on board ship, etc.	6	3
Other (describe: _____)	7	8

3. **With whom did you live as of the first week of October 1975?**

(Circle one.)

By myself	1	21
With my parents	2	55
With my husband or wife	3	96
With parents and husband or wife	4	3
With other relatives	5	7
With person(s) not related to me	6	39

4. **Which of the following best describes the location of the place where you lived in the first week of October 1975?**

(Circle one.)

In a rural or farm community	1	37
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place	2	52
In a medium-sized city (50,000-100,000 people)	3	28
In a suburb of a medium-sized city	4	13
In a large city (100,000-500,000 people)	5	21
In a suburb of a large city	6	11
In a very large city (over 500,000 people)	7	20
In a suburb of a very large city	8	18
A military base or station	9	4

5. **Is this the SAME city or community where you lived in October 1974?**

Yes	1	*GO TO Q. 8*	132
No	2	*GO TO Q. 6*	71

6. **How far is this from where you lived in October 1974?**

(Circle one.)

Less than 50 miles	1	33
50 to 99 miles	2	9
100 to 199 miles	3	8
200 to 499 miles	4	14
500 miles or more	5	12

7. **What was the main reason you moved to the place where you live now?**

(Circle one.)

To find or take a job	1	23
To go to school	2	12
To follow my parents or spouse to a new location	3	13
Other (specify: _____)	4	30

8. **Now please think back a year to the fall of 1974. What were you doing in October 1974?**

(Circle as many as apply.)

Working for pay at a full-time or part-time job	1	130
Taking academic courses at a two- or four-year college	2	87
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	3	6
Enrolled in graduate or professional school	4	0
On active duty in the Armed Forces (or service academy)	5	5
Homemaker	6	44
Temporary layoff from work, on strike, looking for work, or waiting to report to work	7	4
Other (describe: _____)	8	6

9. **Are you a twin?**

Yes	1	5
No	2	207

SECTION B: EDUCATION AND TRAINING

This section asks information about your training and education. We would like to find out about all of the schools you have attended during the last two years, from October 1973 to October 1975. This information, combined with information you have given us in earlier follow-ups, will help to give us a complete picture of your educational experiences since high school. (Persons in the military service should also answer the questions in this section.)

10. **During the two-year period from October 1973 through October 1975 were you enrolled in or did you take classes at any school like a college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?**

No.....1 *GO TO Q. 61, page 13* 80
Yes.....2 *GO TO Q. 11* 123

SCHOOL ATTENDANCE IN OCTOBER 1975

11. **Did you attend school in the first week of October 1975?**

No.....1 *GO TO Q. 29, page 6* 58
Yes.....2 *GO TO Q. 12* 67

12. **What is the exact name and location of the school you were attending in the first week of October 1975? (Please print and do not abbreviate.)** 69 answered

School Name: _____

City: _____ State: _____

13. **What kind of school is this?**

(Circle one.)

Vocational, trade, business, or other career training school 1 2
Junior or community college (two-year).....2 9
Four-year college or university 3 45
Graduate school.....4 5
Professional school (medical school, dental school, law school, etc.) 5 2
Other (describe: _____) 6 5

14. **When did you first attend this school?** _____ (month) _____ (year)

15. **Are you currently attending this school?**

42 Yes 1
24 No.....2 Date left: _____ (month) _____ (year)

16. **During the first week of October 1975, were you classified by this school as a full-time student?**

Don't know .....1 } *GO TO Q. 18, next page* 1 50
Yes .....2 }
No.....3 *GO TO Q. 17, next page* 17

17. **What were your reasons for attending school part-time instead of full-time?**

(Circle one number on each line.)

	My Reasons	NOT My Reasons
a. Could not afford to go full-time	5 1	10 2
b. Working full-time	9 1	6 2
c. Working part-time	3 1	12 2
d. Family responsibilities	5 1	12 2
e. Taking job-related courses	6 1	9 2
f. Taking courses for personal enrichment	5 1	10 2
g. Undecided about career plans	4 1	11 2
h. Too much pressure or strain with full-time load	3 1	12 2
i. Health problems or physical handicap	0 1	15 2
j. Other (specify: _____)	4 1	8 2

18. **During October 1975, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

(Circle one.)

1-10 hours per week	1	19
11-20 hours per week	2	25
21-30 hours per week	3	14
31-40 hours per week	4	9
41-50 hours per week	5	1
More than 50 hours per week	6	0

19. **At that time how were you classified by your school?**

(Circle one.)

Freshman (first-year undergraduate student)	1	0
Sophomore (second-year undergraduate student)	2	10
Junior (third-year undergraduate student)	3	12
Senior (fourth-year undergraduate student)	4	23
Graduate or professional student	5	8
Special student	6	3
Other classification (specify: _____)	7	6
My school doesn't classify students	8	4

20. **As of the first week of October 1975, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:** 67 answered

(Write in): _____

21. **Please select below the category which best describes this field or area.**

(Circle one.)

Agriculture or Home Economics	1	4
Business (accounting, marketing, personnel management, etc.)	2	3
Office and Clerical (bookkeeping, stenography, general office, etc.)	3	1
Computer Technology (keypunch operator, programming, computer operations, etc.)	4	1
Education (elementary, special, physical, etc.)	5	8
Engineering (civil, electrical, mechanical, etc.)	6	3
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)	7	1
Humanities and Fine Arts (music, religion, English, etc.)	8	2
Health Services (nursing, lab technician, occupational therapy, etc.)	9	6
Public Services (law enforcement, food service, recreation, beautician, etc.)	10	2
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	11	2
Social Sciences (psychology, history, economics, sociology, etc.)	12	9
Biological Sciences (zoology, physiology, anatomy, etc.)	13	7
Professional Program (medical school, dental school, law school, divinity school, etc.)	14	7
OTHER field or area (specify: _____)	15	6
UNDECIDED	16	0

22. **This (above) is:**

(Circle one.)

A Vocational Program (does not lead to a Bachelor's or higher degree)	1	10
An Academic Program that leads to a 4- or 5-year Bachelor's degree	2	38
An Academic Program that leads to a Master's degree or equivalent	3	12
An Academic Program that leads to a Ph.D. or equivalent	4	2
A Professional Program that leads to an M.D., L.L.B., B.D., D.D., D.D.S., or equivalent	5	4

23. **As of the first week of October 1975, what kind of certificate, license, diploma, or degree were you studying for?**

	(Circle as many as apply.)		(Circle year expect to complete.)	
None	5	1	*GO TO Q. 25, next page*	
A certificate (specify in what: _____)	3	2	1 75 .... 0 .76 .... 1 .77 .... 0 .78 or later	GO TO Q. 24
A license (specify in what: _____)	2	3	0 75 .... 0 .76 .... 1 .77 .... 1 .78 or later	
A 2-year or 3-year vocational degree or diploma	1	4	0 75 .... 0 .76 .... 1 .77 .... 1 .78 or later	
A 2-year academic degree	3	5	0 75 .... 0 .76 .... 2 .77 .... 1 .78 or later	
A 4-year or 5-year college Bachelor's degree	37	6	7 75 .. 14 .76 .. 9 .77 .... 7 .78 or later	
A Master's degree or equivalent	7	7	0 75 .... 3 .76 .... 2 .77 .... 2 .78 or later	
A Ph.D. or equivalent	0	8	0 75 .... 0 .76 .... 0 .77 .... 0 .78 or later	
An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: _____)	1	9	0 75 .... 0 .76 .... 0 .77 .... 1 .78 or later	
Other (specify: _____)	2	10	0 75 .... 1 .76 .... 1 .77 .... 0 .78 or later	

24. **How confident do you feel that you will obtain this degree?**

(Circle one.)

Very confident	1	50
Reasonably confident	2	9
Not very confident	3	4

25. During October 1975, were you working on a job(s) at the SAME TIME that you were going to school?

(Circle one.)

22 No .....1 *GO TO Q. 28*
46 Yes .....2 *GO TO Q. 26*

26. At that time, how many hours per week did you normally work?

(Circle one.)

1-5 hours per week	1	2
6-10 hours per week	2	3
11-15 hours per week	3	10
16-20 hours per week	4	12
21-34 hours per week	5	7
35-48 hours per week	6	9
49 or more hours per week	7	3

27. During October 1975, did you work for the school you were attending?

(Circle one.)

No	1	32
Yes, working for pay (only)	2	11
Yes, working off cost of tuition, housing, or meals	3	2
Yes, both of the above	4	4

28. Suppose you had not been attending school during this time, but had been working full-time instead. How much money do you think you could have earned per week?

$_____ per week

SCHOOL ATTENDANCE IN OCTOBER 1974

29. Now please think back to Fall 1974. Were you taking classes or courses at any school during the month of October 1974?

37 No .....1 *GO TO Q. 40, page 8*
37 Yes, at the same school I attended in October 1975 and reported above in Q. 12 .....2 *GO TO Q. 33, next page*
50 Yes, at a school I have not yet reported .....3 *GO TO Q. 30*

30. What is the exact name and location of the school you were attending in October 1974? (Please print and do not abbreviate.) 54 answered

School Name: _____

City: _____ State: _____

31. What kind of school is this?

(Circle one.)

Vocational, trade, business or other career training school	1	1
Junior or community college (two-year)	2	5
Four-year college or university	3	49
Graduate school	4	0
Professional school (medical school, dental school, law school, etc.)	5	0
Other (describe: _____)	6	0

32. When did you first attend this school? _____ (month) _____ (year)

33. **During October 1974, were you classified by this school as a full-time student?**

Yes	1	81
No	2	9
Don't know	3	1

34. **During October 1974, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

(Circle one.)

1-10 hours per week	1	13
11-20 hours per week	2	47
21-30 hours per week	3	21
31-40 hours per week	4	10
41-50 hours per week	5	1
More than 50 hours per week	6	0

35. **At that time how were you classified by your school?**

(Circle one.)

Freshman (first-year undergraduate student)	1	3
Sophomore (second-year undergraduate student)	2	13
Junior (third-year undergraduate student)	3	27
Senior (fourth-year undergraduate student)	4	42
Graduate or professional student	5	0
Special student	6	1
Other classification (specify: _____)	7	3
My school doesn't classify students	8	3

36. **Was your field of study or training area in October 1974 the same as it was in October 1975?**

(Circle one.)

41	Yes	1	*GO TO Q. 40, next page*
32	No, was not in school in October 1975	2	*GO TO Q. 37*
12	No, different from October 1975	3	

37. **As of October 1974, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:** 49 answered

(Write in): _____

38. **Please select below the category which best describes this field or area.**

(Circle one.)

Agriculture and Home Economics	1	2
Business (accounting, marketing, personnel management, etc.)	2	9
Office and Clerical (bookkeeping, stenography, general office, etc.)	3	1
Computer Technology (keypunch operator, programming, computer operations, etc.)	4	0
Education (elementary, special, physical, etc.)	5	10
Engineering (civil, electrical, mechanical, etc.)	6	2
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)	7	0
Humanities and Fine Arts (music, religion, English, etc.)	8	3
Health Services (nursing, lab technician, occupational therapy, etc.)	9	3
Public Services (law enforcement, food service, recreation, beautician, etc.)	10	1
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	11	1
Social Sciences (psychology, history, economics, sociology, etc.)	12	8
Biological Sciences (zoology, physiology, anatomy, etc.)	13	3
Professional Program (medical school, dental school, law school, divinity school, etc.)	14	2
OTHER field or area (specify: _____)	15	4
UNDECIDED	16	0

39. **This (above) is:**

(Circle one.)

A Vocational Program (does not lead to a Bachelor's or higher degree)	1	6
An Academic Program that leads to a 4- or 5-year Bachelor's degree	2	41
An Academic Program that leads to a Master's degree or equivalent	3	1
An Academic Program that leads to a Ph.D. or equivalent	4	1
A Professional Program that leads to an M.D., L.L.B., B.D., D.D., D.D.S., or equivalent	5	1

SCHOOL ATTENDANCE FROM OCTOBER 1973 THROUGH OCTOBER 1975

40. **Did you enroll in or take classes at any school during the two-year period from October 1973 through October 1975 besides any schools you may already have reported in this section? (Again include schools like colleges and universities, graduate or professional schools, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.)**

98 No ..... 1 *GO TO Q. 45, next page*
26 Yes ..... 2 *GO TO Q. 41*

41. **What is the exact name and location of this school? (If you attended more than one (other) school during this time, please describe the one you attended for the longest period.) (Please print and do not abbreviate.)**

28 answered

School Name: _____

City: _____ State: _____

42. **What kind of school is this?**

(Circle one.)

Vocational, trade, business, or other career training school	1	6
Junior or community college (two-year)	2	9
Four-year college or university	3	12
Graduate school	4	0
Professional school (medical school, dental school, law school, etc.)	5	0
Other (describe: _____)	6	1

43. **When did you first attend this school?** _____ (month) _____ (year)

44. **Are you now attending this school?**

4 Yes 1

26 No.....2 Date left: _____(month) _____(year)

45. **Which of the following best describes how well you have done in all of your coursework or program during the past two years from October 1973 through October 1975? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

If you have been enrolled in graduate or professional school during this time, please include only grades you made as an undergraduate since October 1973.

	(Circle one.)
Mostly A 1	21
About half A and half B 2	36
Mostly B 3	36
About half B and half C 4	25
Mostly C 5	4
About half C and half D 6	1
Mostly D or below.....7	1

SINCE HIGH SCHOOL

46. **Considering all of the schools you have attended since high school, do ANY of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?**

3 I don't know 1
14 No.....2 } *GO TO Q. 48*

99 Yes .....3 *GO TO Q. 47*

47. **Since leaving high school, about how many credits had you earned by October 1975?**

_____ Number of quarter hours
_____ Number of semester hours
_____ Number of other types of credits (specify type: _____)

SINCE OCTOBER 1973

48. **Has your field of study or training area changed at any time since October 1973, two years ago?**

92 No.....1 *GO TO Q. 50, next page*
33 Yes .....2 *GO TO Q. 49*

49. **Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?**

(Circle one number on each line.)

	My Reasons	NOT My Reasons
a. Courses more difficult than I expected	6 1	23 2
b. Met people with new ideas	13 1	16 2
c. Poor advice on original choice	8 1	21 2
d. Lack of information on jobs related to original choice	12 1	17 2
e. Content of courses different from what I expected	6 1	23 2
f. New information about other fields of study or training areas	20 1	10 2
g. Interest aroused by courses	19 1	9 2
h. More jobs available for graduates in the field I changed to	13 1	16 2
i. Better jobs available for graduates in the field I changed to	14 1	15 2
j. Interest aroused by job I have held	13 1	17 2
k. Other (specify: _____)	8 1	11 2

50. **Have you changed schools at any time since October 1973, two years ago?**

99 No ..... 1 *GO TO Q. 52*
22 Yes ..... 2 *GO TO Q. 51*

51. **What were your reasons for changing schools?**

(Circle one number on each line.)

		My Reasons	NOT My Reasons
a.	My interest changed, and my former school did not offer the course of study I wanted	5 1	20 2
b.	Wanted to attend a less expensive school	6 1	18 2
c.	My grades were too low to continue at the former school	0 1	24 2
d.	Wanted to be at a smaller school	2 1	23 2
e.	Wanted to be at a larger school	1 1	23 2
f.	Wanted to attend school closer to home	3 1	21 2
g.	Wanted to attend a school farther away from home	3 1	21 2
h.	Wanted to attend a school that would give me better career opportunities	6 1	20 2
i.	Wanted to attend a more prestigious school	0 1	24 2
j.	Wanted to attend a school where I could maximize my intellectual and personal development	6 1	18 2
k.	More group or social activities of interest	0 1	24 2
l.	Transferred from a two-year to a four-year school to continue my education	6 1	18 2
m.	Enrolled in graduate or professional study at another school	4 1	20 2
n.	Other (specify: _____)	6 1	12 2

52. **Since October 1973, have you withdrawn from any school before you completed your studies at that school?**

(Circle one.)

99 No ..... 1 *GO TO Q. 54, next page*
12 Yes, but I have since returned to school 2
5 Yes, but I plan to return before October 1976 ..... 3 } *GO TO Q. 53*
8 Yes, and I do not plan to return before October 1976 ..... 4 }

53. **What were your reasons for withdrawing?**

(Circle one number on each line.)

		My Reasons	NOT My Reasons
a.	Became ill	2 1	24 2
b.	Was denied educational loans (or could not obtain adequate loan financing)	1 1	25 2
c.	Was denied adequate scholarship or grant support	1 1	25 2
d.	Expected parental support not available	3 1	23 2
e.	Unable to obtain necessary employment or work-study opportunity	1 1	25 2
f.	Had other financial difficulties	7 1	20 2
g.	Was offered a good job	5 1	21 2
h.	Got married or planned to get married	5 1	21 2
i.	School work was not relevant to the real world	8 1	18 2
j.	Wanted to get practical experience	8 1	18 2
k.	Failing or not doing as well as I wanted	5 1	21 2
l.	Wasn't really sure what I wanted to do	16 1	10 2
m.	Transferred to another school	3 1	22 2
n.	Other (describe: _____)	9 1	14 2

DURING YOUR LAST YEAR IN SCHOOL

54. With regard to your education and training during the last year you were in school, how satisfied as a whole were you with the following?

(Circle one number on each line.)

	Very Satisfied	Somewhat Satisfied	Neutral or No Opinion	Somewhat Dissatisfied	Very Dissatisfied	
a. The ability, knowledge, and personal qualities of most teachers	1	49 2	58 3	10 4	9 5	2
b. The social life	1	42 2	36 3	32 4	13 5	5
c. Development of my work skills	1	36 2	60 3	13 4	17 5	1
d. My intellectual growth	1	49 2	61 3	7 4	10 5	0
e. Counseling or job placement	1	12 2	28 3	50 4	19 5	19
f. The buildings, library, equipment, etc.	1	42 2	52 3	20 4	12 5	1
g. Cultural activities, music, art, drama, etc.	1	36 2	35 3	17 4	7 5	5
h. The intellectual life of the school	1	29 2	42 3	39 4	14 5	3
i. Course curriculum	1	30 2	59 3	18 4	18 5	3
j. The quality of instruction	1	35 2	65 3	8 4	16 5	4

SCHOOL FINANCES FROM FALL 1973 THROUGH SUMMER 1975

The following questions ask about your school finances from Fall 1973 through Summer 1975. Please use the letter codes below to respond to the questions which involve dollar amounts. Use the code which comes closest to the amount.

A)	None	I)	$1,500-$1,999
B)	$1-$99	J)	$2,000-$2,499
C)	$100-$199	K)	$2,500-$2,999
D)	$200-$299	L)	$3,000-$3,499
E)	$300-$399	M)	$3,500-$3,999
F)	$400-$499	N)	$4,000-$4,499
G)	$500-$999	O)	$4,500-$4,999
H)	$1,000-$1,499	P)	$5,000 or more

55. Considering the two time periods of (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, what is your estimate of how much it cost you to live and go to school regardless of who paid?

Use the letter codes to indicate the amounts below. Do not include costs after Summer 1975.

	(Choose From Letters A Through P.) (a) Fall 1973-Summer 1974	(b) Fall 1974-Summer 1975
Tuition and fees	_____	_____
Books and supplies	_____	_____
Transportation to and from class from where I lived while attending school	_____	_____
Other school-related expenses	_____	_____
Housing and meals	_____	_____
All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc.	_____	_____
HOW MUCH MONEY IS THIS IN TOTAL?	_____	_____

The letter codes for this series of questions are shown again for your convenience:

A)	None	I)	$1,500-$1,999
B)	$1-$99	J)	$2,000-$2,499
C)	$100-$199	K)	$2,500-$2,999
D)	$200-$299	L)	$3,000-$3,499
E)	$300-$399	M)	$3,500-$3,999
F)	$400-$499	N)	$4,000-$4,499
G)	$500-$999	O)	$4,500-$4,999
H)	$1,000-$1,499	P)	$5,000 or more

56. **How many months were you in school during the twelve-month period from (a) Fall 1973 through Summer 1974 and during the twelve-month period from (b) Fall 1974 through Summer 1975?**

	(Circle one.) (a) Fall 1973-Summer 1974		(Circle one.) (b) Fall 1974-Summer 1975	
0 months	15	1	17	1
1-3 months	8	2	8	2
4-6 months	10	3	15	3
7-9 months	69	4	66	4
10-12 months	22	5	16	5

57. **Considering the two time periods of (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, did you receive any kind of scholarship, fellowship, grant, or benefits to go to school? (If not, check here ☐ and go to Q. 58, next page.)**

Use the letter codes to indicate the amounts below. Do not include loans.

	(Choose from letters A through P.) (a) Fall 1973-Summer 1974	(b) Fall 1974-Summer 1975
a. Basic Educational Opportunity Grant		
b. Supplemental Educational Opportunity Grant		
c. College scholarship or grant from college funds		
d. ROTC scholarship or stipend		
e. Nursing Scholarship Program		
f. Social Security Benefits (for students 18-22 who are children of disabled or deceased parents)		
g. Veterans Administration War Orphans or Survivors Benefits Program		
h. Veterans Administration Direct Benefits (GI Bill)		
i. State scholarship		
j. Other scholarship or grant (write in: _____)		
TOTAL DOLLAR VALUE		

58. **Considering the same two periods from (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, did you receive a loan to go to school? (If not, check here ☐ and go to Q. 59.)**

Use the letter codes to indicate the amounts below.

	(Choose from letters A through P.) (a) Fall 1973-Summer 1974	(b) Fall 1974-Summer 1975
a. Federal Guaranteed Student Loan		
b. State loan		
c. Regular bank loan		
d. National Defense (Direct) Student Loan		
e. Nursing Student Loan		
f. School or college loan		
g. Relatives or friends		
h. Other loan (write in: _____)		
TOTAL DOLLAR VALUE		

59. **Considering the two time periods of (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, did you receive financial assistance (not a loan) from any relatives or friends to go to school? (If not, check here ☐ and go to Q. 60.)**

Use the letter codes to indicate the amounts below.

	(Choose from letters A through P.) (a) Fall 1973-Summer 1974	(b) Fall 1974-Summer 1975
a. Parents		
b. Husband or wife		
c. Other family or friends		
TOTAL DOLLAR VALUE		

60. **Considering the same two periods from (a) Fall 1973 through Summer 1974 and (b) Fall 1974 through Summer 1975, did you pay any of the costs to go to school from money you had saved or earned? (If not, check here ☐ and go to Q. 61.)**

Use the letter codes to indicate the amounts below.

	(Choose from letters A through P.) (a) Fall 1973-Summer 1974	(b) Fall 1974-Summer 1975
a. Own savings or summer earnings		
b. College work-study or cooperative education programs		
c. Teaching or research assistantship		
d. Other earnings while taking courses		
TOTAL DOLLAR VALUE		

61. **From October 1973 to October 1975, did you earn any certificate, license, diploma, or degree of any kind?**

	(Circle as many as apply.)	Date Received Month	Year	Name of Institution
No	1	144		
Yes, a certificate (specify in what: _____)	2	15	____ 19__	
Yes, a license (specify in what: _____)	3	8	____ 19__	
Yes, a 2-year or 3-year vocational degree or diploma	4	2	____ 19__	
Yes, a 2-year academic degree	5	5	____ 19__	
Yes, a 4-year or 5-year college Bachelor's degree	6	48	____ 19__	
Yes, a Master's degree or equivalent	7	0	____ 19__	
Yes, other (specify: _____)	8	3	____ 19__	

SCHOOL FINANCES FROM FALL 1975 THROUGH SUMMER 1976

The letter codes for this series of questions are shown again for your convenience:

A)	None	I)	$1,500-$1,999
B)	$1-$99	J)	$2,000-$2,499
C)	$100-$199	K)	$2,500-$2,999
D)	$200-$299	L)	$3,000-$3,499
E)	$300-$399	M)	$3,500-$3,999
F)	$400-$499	N)	$4,000-$4,499
G)	$500-$999	O)	$4,500-$4,999
H)	$1,000-$1,499	P)	$5,000 or more

62. If you are (or will be) in school at any time from Fall 1975 through Summer 1976, how much do you expect your total expenses will be for this academic year? (If you are not or do not plan to be in school during this time, check here ☐ and go to Q. 65, next page.)

(Choose from letters A through P.)

Tuition and fees	_____
Books and supplies	_____
Transportation to and from class from where I live while attending school	_____
Other school-related expenses	_____
Housing and meals	_____
All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc.	_____
HOW MUCH MONEY IS THIS IN TOTAL?	_____

63. How do you plan to meet these expenses?

(Choose from letters A through P.)

	Amount will receive from each source
Grant	_____
Fellowship	_____
Scholarship	_____
Loan	_____
Teaching or research assistantship	_____
Job other than assistantship	_____
Spouse's income	_____
Savings	_____
Parents	_____
Other relatives or friends	_____
Other (specify: _____)	_____

64. If you are receiving any kind of financial assistance (including a research or teaching assistantship), what was the basis for your receiving this assistance? (If you are not receiving financial assistance, check here ☐ and go to Q. 65, next page.)

(Circle one.)

Economic need	1	9
Academic merit	2	3
Economic need and academic merit	3	3
Other (specify: _____)	4	23
Don't know	5	2

65. **Have you received a Bachelor's degree from a four-year college?**

129 No ..... 1 *GO TO Q. 85, page 19*
56 Yes ..... 2 *GO TO Q. 66*

66. **Did you formally apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1975?**

55 No ..... 1 *GO TO Q. 79, page 17*
18 Yes ..... 2 *GO TO Q. 67*

67. **What was the name and location of the institution of your FIRST choice? (Please print and do not abbreviate.)**

18 answered

School: _____

Department or program (e.g., law school, public health, journalism, psychology): _____

City: _____ State: _____

68. **Were you accepted for admission at this school?**

(Circle one.)

Yes, and attended 1 11
Yes, but did not attend 2 2
No, was not accepted 3 5

69. **Did you apply for financial aid at this school?**

(Circle one.)

No ..... 1 } *GO TO Q. 71* 12
Yes, but was not offered financial aid ..... 2 } 0
Yes, and was offered financial aid ..... 3 } *GO TO Q. 70* 4
No, but was offered financial aid ..... 4 } 1

70. **What were the approximate values of the financial aid that you were offered for the first academic year?**

(Choose from letters A through P.)

Grant or fellowship ..... _____
Loan ..... _____
Promised teaching or research assistantship or other job ..... _____

71. **What was the name and location of your SECOND choice graduate or professional school? (If you applied to only one school, check here ☐ and go to Q. 79, page 17.) (Please print and do not abbreviate.)**

6 answered

School: _____

Department or program (e.g., law school, public health, journalism, psychology): _____

City: _____ State _____

72. **Were you accepted for admission at this school?**

(Circle one.)

Yes, and attended 1 1
Yes, but did not attend 2 4
No, was not accepted 3 1

The letter codes for this series of questions are shown again for your convenience.

A)	None	I)	$1,500-$1,999
B)	$1-$99	J)	$2,000-$2,499
C)	$100-$199	K)	$2,500-$2,999
D)	$200-$299	L)	$3,000-$3,499
E)	$300-$399	M)	$3,500-$3,999
F)	$400-$499	N)	$4,000-$4,499
G)	$500-$999	O)	$4,500-$4,999
H)	$1,000-$1,499	P)	$5,000 or more

73. Did you apply for financial aid at this school?

(Circle one.)

4/ No ..... 1 } *GO TO Q. 75*
1 Yes, but was not offered financial aid ..... 2 }
1 Yes, and was offered financial aid ..... 3 } *GO TO Q. 74*
0 No, but was offered financial aid ..... 4 }

74. What were the approximate values of the financial aid that you were offered for the first academic year?
(Choose from letters A through P.)

Grant or fellowship ..... _____
Loan ..... _____
Promised teaching or research assistantship or other job ..... _____

75. What was the name and location of your THIRD choice graduate or professional school? (If you applied to only two schools, check here ☐ and go to Q. 79, next page.) (Please print and do not abbreviate.)

School: 2 answered _____

Department or program (e.g., law school, public health, journalism, psychology): _____

City: _____ State: _____

76. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1 0
Yes, but did not attend 2 1
No, was not accepted 3 1

77. Did you apply for financial aid at this school?

(Circle one.)

1 No ..... 1 } *GO TO Q. 79, next page*
0 Yes, but was not offered financial aid ..... 2 }
0 Yes, and was offered financial aid ..... 3 } *GO TO Q. 78*
0 No, but was offered financial aid ..... 4 }

78. What were the approximate values of the financial aid that you were offered for the first academic year?
(Choose from letters A through P.)

Grant or fellowship ..... _____
Loan ..... _____
Promised teaching or research assistantship or other job ..... _____

79. **Circle the category that describes your present status with respect to advanced training in graduate or professional school.**

(Circle one.)

7	Already obtained the advanced degree I wanted 1	*GO TO Q. 85, page 19*
10	Now in school working toward an advanced degree 2	*GO TO Q. 81, next page*
11	Never attended and do not plan to 3	*GO TO Q. 80*
3	Attended but left before obtaining a degree, and plan to return for a degree in the future 4	
2	Attended but left before obtaining a degree and do NOT plan to get any further degree 5	
32	Never attended but want to do so in the future 6	

80. **Which of the following factors are important reasons for your not attending graduate or professional school at the present time? (After you have answered this question, go to Q. 85, page 19.)**

(Circle as many as apply.)

a. I have no interest in graduate or professional education 1	7
b. There are no graduate or professional schools in the community I am living in now 2	3
c. I have family responsibilities that require my presence at home 3	10
d. My family (and/or spouse) does not approve of my attending graduate school 4	1
e. I cannot financially afford to attend graduate school at the present time 5	22
f. I can earn too much money to consider attending graduate school 6	5
g. I need additional work experience before applying or returning to graduate school 7	13
h. I have changed my career field and must take further courses before I can apply to graduate school 8	2
i. My career goals are still too uncertain to attend graduate school now 9	20
j. I have changed my career plans and am no longer interested in a field for which an advanced degree is necessary 10	2
k. I do not need an advanced degree to succeed in the field I am now in (or want to enter) 11	10
l. I'm tired of school 12	22
m. I was not accepted at the institution of my choice 13	3
n. I need additional undergraduate work to meet graduate school requirements 14	1
o. My undergraduate grades were not good enough to qualify me for admission 15	1
p. I'm waiting to enter or in the Armed Forces 16	2
q. Other (specify: _____) 17	11

GO TO Q. 85, page 19

81. **How important was each of the following reasons in your deciding to attend graduate or professional school?**

(Circle one number on each line.)

	Did NOT Consider	Not Important	Important	Determining Factor	
a. Obtaining credentials for a specific career	1	0	2 1	3 6	4 8
b. No satisfactory jobs available	1	4	2 2	3 4	4 4
c. Better salary	1	0	2 3	3 7	4 5
d. Enjoy school	1	3	2 3	3 8	4 1
e. Interest in subject matter	1	0	2 0	3 7	4 8
f. Social atmosphere	1	0	2 6	3 3	4 0
g. Other (specify: _____)	1	1	2 0	3 1	4 2

82. **How important was each of the following reasons in your choosing the institution for your graduate or professional study?**

(Circle one number on each line.)

	Did NOT Consider	Not Important	Important	Determining Factor	
a. Cost of attending	1	5	2 3	3 5	4 1
b. Availability of financial aid	1	3	2 5	3 5	4 1
c. Recommendation of undergraduate professor	1	6	2 3	3 5	4 0
d. Presence of a particular professor at the institution	1	5	2 6	3 2	4 1
e. Quality of a particular department	1	1	2 3	3 7	4 3
f. Reputation of the institution	1	1	2 2	3 7	4 4
g. Location	1	0	2 2	3 8	4 4
h. Library facilities	1	4	2 4	3 5	4 1
i. Proximity to spouse's school/work	1	10	2 1	3 1	4 1
j. Other (specify: _____)	1	1	2 0	3 0	4 3

83. **To what extent do the following interfere with your graduate studies?**

(Circle one number on each line.)

	Interferes Greatly	Interferes Somewhat	Does Not Interfere	Does Not Apply To Me
Family life	1 1	4 2	5 3	4 4
Social life	0 1	4 2	9 3	1 4
My non-academic job	0 1	3 2	1 3	9 4

84. **To what extent does graduate or professional study interfere with the following kinds of activities? How does your spouse (if you have one) feel about this?**

	(Circle one number on each line.) a. My feelings: Interferes Greatly	Interferes Somewhat	Does Not Interfere	(Circle one number on each line.) b. My spouse's feelings: Interferes Greatly	Interferes Somewhat	Does Not Interfere	No Spouse
Family life	1 1	7 2	6 3	0 1	2 2	1 3	5 4
Social life	0 1	8 2	6 3	0 1	0 2	3 3	
Cultural pursuits	1 1	4 2	9 3	0 1	0 2	3 3	
Leisure activities	0 1	11 2	3 3	0 1	2 2	1 3	
My non-academic job	1 1	3 2	10 3	0 1	0 2	3 3	

OTHER TRAINING

85. Since October 1973, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.

/51 No .....1 *GO TO Q. 93, next page*
55 Yes .....2 *GO TO Q. 86*

86. What type of training program(s) or course(s) have you participated in?

(Circle as many as apply.)

An Armed Forces training program	1	5
On-the-job training (a program of instruction during normal working hours)	2	40
Formal Registered Apprenticeship (your state or labor union)	3	5
Manpower Development and Training (MDTA)	4	0
Work Incentive (WIN)	5	1
Neighborhood Youth Corps (NYC)	6	1
Other manpower program (specify _____)	7	1
Correspondence course(s)	8	4
Non-credit courses for personal enrichment	9	10
Other (specify: _____)	10	8

87. Were you being trained for some type of work?

No	1	5
Yes	2	54

88. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.) 55 answered

(Write in): _____

89. How long does (or did) this program last?

(Circle one.)

Less than one month	1	13
One to five months	2	21
Six to eleven months	3	6
One year or more	4	19

90. Have you completed this program?

(Circle one.)

Yes	1	41
No, left without completing	2	4
No, still enrolled	3	14

91. Have you used this training on any job?

Yes	1	49
No	2	10

92. Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?

(Circle one.)

DOES NOT APPLY TO ME since my training was in the military or on-the-job	1	34
I did not want or did not need help from the center in finding a job	2	12
I wanted and needed help but did not receive any from the center	3	0
The center provided information on job openings in my field	4	4
The center put me directly in touch with possible employers or arranged a job for me	5	5

USING YOUR TRAINING

93. **Have you ever tried to find work on a job where you might use what you learned from any school or college you attended since October 1973?**

80 No, because have NOT attended any school or college since October 1973 1
42 No, although I HAVE attended a school or college since October 1973 .....2 } *SKIP TO SECTION C, page 22*
80 Yes .....3 *GO TO Q. 94*

94. **Did you try to find work for which you could use what you learned in school in the locality where you received your training?**

32 No .....1 *GO TO Q. 96*
50 Yes .....2 *GO TO Q. 95*

95. **What were your experiences in this locality (where you received your training) in trying to find work for which you could use your training?**

a. To be hired in this locality for this kind of work, does a person actually have to have the training?

(Circle one.)
Yes 1 39
No 2 12
Don't know 3 2

b. Does a person have to have prior job experience doing this kind of work in order to get hired in this locality?

(Circle one.)
Yes 1 19
No 2 31
Don't know 3 4

c. Do you think there are more people in this locality who can do this work than there are jobs for them, or are there more jobs than qualified people?

(Circle one.)
More people than jobs 1 35
More jobs than people 2 7
About the same 3 6
Don't know 4 7

d. About how many companies in this area are there that hire people to do this kind of work?

(Circle one.)
None 0 3
Only one 1 2
A few 2 21
Many 3 24
Don't know 4 5

e. Do most of the new people hired by companies in this area live or go to school here, or do they come into the area to take the jobs?

(Circle one.)
Mostly local people 1 21
Mostly from outside 2 4
About equal numbers 3 14
Don't know 4 15

96. **Since October 1973, have you tried to find work for which you could use your training somewhere other than in the locality where you received it, such as in another part of the state or another section of the country?**

Yes 1 50
No 2 35

97. **Did you find work for which you could use what you learned in school?**

(Circle one.)

26 No .....1 *SKIP TO SECTON C, page 22*
26 Yes, in the locality where I received my training 2
20 Yes, somewhere else 3
9 Yes, both of the above .....4 } *GO TO Q. 98, next page*

98. **After receiving your training, how long did it take you to find this work?**

(Circle one.)

Before I completed my training	1	23
Immediately, or within a few days	2	7
One to four weeks	3	5
One or two months	4	6
Three to six months	5	12
More than six months	6	5

99. **How well did your training prepare you for this work?**

(Circle one.)

Very well	1	27
Fairly well	2	30
Not well at all	3	3

SECTION C: WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held in the two-year period from October 1973 through October 1975. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, the relation of your training and education to your work experience, and your experience in looking for work. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

JOBS HELD IN OCTOBER 1975

100. Did you hold a job of any kind during the first week of October 1975?

(Circle one.)

118	Yes, full-time 1	GO TO Q. 102, next page
38	Yes, part-time 2	
52	No 3	GO TO Q. 101

101. What were the reasons you were not working during the first week of October 1975? (After you have answered this question, go to Q. 123, page 26.)

(Circle one number on each line.)

	My Reasons		NOT My Reasons	
a. Did not want to work	1	18	2	33
b. On temporary layoff from work, waiting to report to work, or on strike	1	2	2	48
c. Was full-time homemaker	1	21	2	30
d. Going to school	1	23	2	31
e. Not enough job openings available	1	15	2	36
f. Union restrictions	1	1	2	50
g. Would have required moving	1	3	2	48
h. Required work experience I did not have	1	12	2	39
i. Jobs available offered little opportunity for career development	1	8	2	43
j. Health problems or physical handicap	1	0	2	51
k. Could not arrange child care	1	5	2	46
l. Other family responsibilities (including pregnancy)	1	16	2	36
m. Waiting to enter or in Armed Forces	1	1	2	51
n. Not educationally qualified for types of work available	1	8	2	43
o. There were jobs but none where I could use my training	1	6	2	45
p. Spouse preferred that I didn't work	1	9	2	42
q. Other (specify: _____)	1	8	2	22

GO TO Q. 123, page 26

102. **Please describe below the job you held during the first week of October 1975. If you held more than one job at that time, describe the one at which you worked the most hours.**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commission?	1	121
A GOVERNMENT employee (Federal, State, county, or local institution or school)?	2	23
Self-employed in your OWN business, professional practice, or farm?	3	8
Working WITHOUT PAY in family business or farm?	4	0

f. When did you start working at this job? _____(month)_____(year)

g. Are you currently working at this job?

116 Yes 1
36 No.....2 Date left: _____(month)_____(year)

103. **How many hours did you usually work at this job in an average week?**

(Circle one.)

1-10 hours per week	1	4
11-20 hours per week	2	22
21-34 hours per week	3	13
35-40 hours per week	4	72
41-48 hours per week	5	33
More than 48 hours per week	6	16

104. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

(Circle one.)

Less than $50 per week	1	22
$51-$100 per week	2	26
$101-$150 per week	3	45
$151-$200 per week	4	35
$201-$300 per week	5	20
More than $300 per week	6	11

105. **Did you include overtime in these hours and earnings?**

(Circle one.)

86 No, because I did not work overtime	1	*GO TO Q. 108, next page*
34 No, I did not include overtime	2	*GO TO Q. 106*
33 Yes, I included overtime	3	*GO TO Q. 106*

106. **How many hours of overtime did you work per week, on the average?**

_____ Hours per week

107. **What was your overtime rate?**

$_____ per hour

108. **The following are some general things that people do on their jobs. About how much time did you spend on each in the average work day?**

(Circle one number on each line.)

	None	Very Little	Some	A Great Deal	
a. Working with things (machinery, apparatus, art materials, etc.)	1 19	2 30	3 30	4	78
b. Doing paperwork (administrative, clerical, computational, etc.)	1 29	2 25	3 38	4	59
c. Managing (analysis, synthesis, reporting of information)	1 45	2 43	3 32	4	31
d. Working with people (as part of the job)	1 7	2 8	3 32	4	109

109. a. **About how many people were employed in the entire organization for which you worked? (State or Federal employees give the approximate number of people in your Department, e.g., State, Commerce, Motor Vehicles, etc. Self-employed give the approximate number of your employees.) (Circle one number in Column A.)**

b. **About how many of these people worked in the same plant or office as you? (Circle one number in Column B.)**

	A. Total Organization	B. Same Plant or Office
Less than 10	33 1	44 1
10 - 99	36 2	62 2
100 - 499	23 3	18 3
500 - 999	8 4	3 4
1,000 - 2,499	11 5	6 5
2,500 and over	32 6	3 6

110. **Please think of the person who had most control over what you actually did on the job. Which of the following best describes how closely this person supervised you?**

(Circle one.)

This person decided both what I did and how I did it	1 26
This person decided what I did, but I decided how I did it	2 35
This person gave me some freedom in deciding what I did and how I did it	3 45
I was more or less my own boss within the general policies of the organization	4 41
There was no such person	5 11

111. **How do you feel about the following statements regarding this job?**

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	
a. My job was competitive	1 27	2 60	3 53	4 18	
b. I usually saw the specific results of my work	1 67	2 75	3 14	4 1	
c. My job was often repetitive	1 55	2 66	3 23	4 7	
d. Work hours were flexible	1 30	2 45	3 46	4 34	
e. My employment was steady	1 91	2 50	3 10	4 6	
f. What I had to do on the job was usually predictable	1 61	2 58	3 35	4 4	
g. I usually worked under time pressures	1 35	2 53	3 57	4 12	
h. I had few opportunities for making policy decisions	1 35	2 46	3 54	4 19	
i. My work was important	1 80	2 61	3 16	4 1	
j. It was hard to find out how well I was doing on my job	1 4	2 17	3 85	4 51	
k. The opportunities for personal growth on my job were poor	1 28	2 29	3 50	4 49	
l. I often took work home	1 11	2 19	3 48	4 75	
m. Most of the time my work was interesting	1 41	2 85	3 20	4 11	

112. **How do you feel about the formal education or training you have received since high school as it relates to the work you have been describing? (If you have received no formal education or training since high school, check here ☐ and go to Q. 117.)**

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	
a. Most of what I learned was directly applicable to my work	1 28	2 36	3 31	4	30
b. My education or training was very useful in helping me find work	1 24	2 45	3 30	4	25
c. I do not have specific training and that is a handicap in finding suitable work	1 4	2 14	3 38	4	64
d. Most of what I did on the job I learned to do in my education or training	1 18	2 34	3 42	4	29
e. Being able to think and to express myself were more important in my work than any specific job training I had	1 29	2 46	3 39	4	9
f. Apart from helping me get a job, my education has helped me live a fuller life	1 34	2 60	3 24	4	6
g. My education was good preparation for this job	1 22	2 44	3 35	4	22
h. My training was important to get this job, but not to perform it	1 11	2 33	3 50	4	29

113. **Not including on-the-job or employer training, did you receive formal instruction to do this kind of work?**

No ..... 1 *GO TO Q. 117* 78
Yes ..... 2 *GO TO Q. 114* 45

114. **Where did you receive this training?**

(Circle as many as apply.)

High school 1 9
Vocational, trade, business, or other career training school 2 10
Junior or community college 3 8
Four-year college or university 4 23
Military service 5 3
Other (describe: _____) 6 5

115. **Did the school at which you received your training for this job refer you to this job?**

Yes 1 12
No 2 35

116. **Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?**

Yes 1 25
No 2 11
Don't know 3 11

117. **Do you expect to be working in October 1976?**

6 No 1
14 Don't know 2
} *GO TO Q. 120, next page*
138 Yes ..... 3 *GO TO Q. 118, next page*

118. **Do you plan to work for the SAME EMPLOYER?**

Yes 1 88
No 2 35
Don't know 3 16

119. **Do you plan to work at the SAME KIND OF WORK?**

Yes 1 97
No 2 31
Don't know 3 12

120. **Were you working at a second job in the first week of October 1975 at the SAME TIME as you held the job you described above?**

No .....1 *GO TO Q. 123* 148
Yes .....2 *GO TO Q. 121* 11

121. **How many hours did you usually work at this second job in an average week?**

(Circle one.)

1-10 hours per week 1 4
11-20 hours per week 2 6
21-34 hours per week 3 1
35-40 hours per week 4 0
41-48 hours per week 5 0
More than 48 hours per week 6 0

122. **In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

(Circle one.)

Less than $50 per week 1 10
$51-$100 per week 2 0
$101-$150 per week 3 0
$151-$200 per week 4 1
$201-$300 per week 5 0
More than $300 per week 6 0

JOBS HELD IN OCTOBER 1974

123. **Now please think back to Fall 1974. Did you hold a job of any kind during the month of October 1974?**

(Circle one.)

3 No .....1 *GO TO Q. 134, page 29*
91 Yes, full-time 2
50 Yes, part-time .....3 } *GO TO Q. 124, next page*

124. **Please describe below the job you held during October 1974. (If you held more than one job at that time, describe the one at which you worked the most hours.) If this is the same job you reported for October 1975 in Q. 102, check here ☐ and go to Q. 125.**

a. For whom did you work? (Name of company, business organization, or other employer.)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?	1	63
A GOVERNMENT employee (Federal, State, county, or local institution or school)?	2	14
Self-employed in your OWN business, professional practice, or farm?	3	4
Working WITHOUT PAY in family business or farm?	4	0

f. When did you start working at this job? _____(month)_____(year)

g. Are you currently working at this job?

23 Yes 1
56 No .....2 Date left: _____(month)_____(year)

125. **How many hours did you usually work at this job in an average week?**

(Circle one.)

1-10 hours per week	1	10
11-20 hours per week	2	22
21-34 hours per week	3	15
35-40 hours per week	4	57
41-48 hours per week	5	27
More than 48 hours per week	6	14

126. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

(Circle one.)

Less than $50 per week	1	27
$51-$100 per week	2	35
$101-$150 per week	3	45
$151-$200 per week	4	25
$201-$300 per week	5	4
More than $300 per week	6	8

127. **Did you include overtime in these hours and earnings?**

(Circle one.)

61 No, because I did not work overtime ..... 1 *GO TO Q. 130*
26 No, I did not include overtime 2
31 Yes, I included overtime ..... 3 } *GO TO Q. 128*

128. **How many hours of overtime did you work per week, on the average?**

_____ Hours per week

129. **What was your overtime rate?**

$_____ per hour

130. **How important were the following as reasons for your leaving this job? (If you have not left this job, check here ☐ and go to Q. 131.)**

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important	
a.	Poor pay or fringe benefits	1	8 2	14 3	40
b.	Lack of importance and challenge	1	12 2	11 3	40
c.	Poor working conditions	1	9 2	7 3	46
d.	Lack of opportunity for promotion and advancement with this employer	1	11 2	10 3	43
e.	Lack of opportunity for promotion and advancement with this line of work	1	9 2	8 3	47
f.	No or little opportunity to use past training and education	1	8 2	7 3	49
g.	Lack of security or permanence	1	11 2	7 3	46
h.	Dissatisfied with my supervisor(s)	1	14 2	5 3	44
i.	Lack of opportunity for developing new skills	1	13 2	9 3	42
j.	Unhappy with the job as a whole	1	13 2	13 3	37
k.	Moved to another location	1	15 2	3 3	47
l.	I was laid off or fired	1	14 2	2 3	49
m.	Went back to school or college	1	7 2	2 3	54
n.	Got married or had a baby	1	8 2	1 3	54
o.	Left to obtain a better job	1	23 2	6 3	35
p.	Other (specify: _____)	1	14 2	0 3	16

131. **Were you working at a second job during the month of October 1974 at the SAME TIME as the job you described above?**

138 No ..... 1 *GO TO Q. 134, next page*
7 Yes ..... 2 *GO TO Q. 132*

132. **How many hours did you usually work at this second job in an average week?**

(Circle one.)

1-10 hours per week 1 4
11-20 hours per week 2 2
21-34 hours per week 3 1
35-40 hours per week 4 0
41-48 hours per week 5 0
More than 48 hours per week 6 0

133. **In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

(Circle one.)

Less than $50 per week	1	7
$51-$100 per week	2	0
$101-$150 per week	3	0
$151-$200 per week	4	0
$201-$300 per week	5	0
More than $300 per week	6	0

JOBS FROM OCTOBER 1973 THROUGH OCTOBER 1975

134. **Were you working at any job from October 1973 through October 1975 besides any jobs you may have already reported in this section?**

123 No ..... 1 *GO TO Q. 141, next page*
86 Yes ..... 2 *GO TO Q. 135*

135. **Please describe below this other job (the most recent one during that period).**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

e. When did you start working at this job? _____(month) _____(year)

f. Are you currently working at this job?

4 Yes 1
82 No ..... 2 Date left: _____(month) _____(year)

136. **How many hours did you usually work at this job in an average week?**

(Circle one.)

1-10 hours per week	1	3
11-20 hours per week	2	8
21-34 hours per week	3	13
35-40 hours per week	4	39
41-48 hours per week	5	15
More than 48 hours per week	6	10

137. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

	(Circle one.)	
Less than $50 per week	1	14
$51-$100 per week	2	36
$101-$150 per week	3	22
$151-$200 per week	4	12
$201-$300 per week	5	1
More than $300 per week	6	1

138. **Did you include overtime in these hours and earnings?**

57	No, because I did not work overtime ... 1	GO TO Q. 141
8	No, I did not include overtime ... 2	GO TO Q. 139
19	Yes, I included overtime ... 3	GO TO Q. 139

139. **How many hours of overtime did you work per week, on the average?**

_____ Hours per week

140. **What was your overtime rate?**

$_____ per hour

141. **During the entire 52-week period from (a) October 1973 to October 1974 and the entire 52-week period from (b) October 1974 to October 1975, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)**

	(Circle one.) (a) October 1973-October 1974		(Circle one.) (b) October 1974-October 1975	
0 weeks	20	1	22	1
1-10 weeks	15	2	12	2
11-20 weeks	30	3	19	3
21-30 weeks	18	4	17	4
31-40 weeks	26	5	28	5
41-52 weeks	101	6	110	6

142. **During the same two 52-week periods from (a) October 1973 to October 1974 and from (b) October 1974 to October 1975, how many employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)**

	(Circle one.) (a) October 1973-October 1974		(Circle one.) (b) October 1974-October 1975	
0 employers	23	0	28	0
1 employer	128	1	121	1
2 employers	35	2	34	2
3 employers	14	3	14	3
4 employers	2	4	2	4
5 or more employers	2	5	4	5
Self-employed	4	6	3	6

143. During the same two 52-week periods from (a) October 1973 to October 1974 and from (b) October 1974 to October 1975, about how many weeks did you spend looking for work, on strike, on layoff from a job, or waiting to report to a job?

	(Circle one.) (a) October 1973-October 1974		(Circle one.) (b) October 1974-October 1975	
0 weeks	129	1	122	1
1-2 weeks	39	2	28	2
3-4 weeks	18	3	16	3
5-8 weeks	9	4	17	4
9-26 weeks	10	5	15	5
27-52 weeks	2	6	4	6

LOOKING FOR WORK

144. Were you employed during the month of September 1975?

Yes 1 154
No 2 57

145. Were you looking for work during the month of September 1975?

No .....1 GO TO Q. 147 181
Yes .....2 GO TO Q. 146 24

146. How long had you been looking for work as of September 1975?

(Circle one.)

Less than 2 weeks 1 6
2-4 weeks 2 5
5-9 weeks 3 2
10 weeks or more 4 1 3

147. Would you be willing to move to another city or community for a job?

Yes 1 128
No 2 79

148. At any time from October 1973 through October 1975, were you looking for work or for a different job or employer?

No .....1 GO TO Q. 150, next page 99
Yes .....2 GO TO Q. 149, next page 104

149. **What methods were useful to you?**

(Circle one number on each line.)

	Used and Obtained Job	Used But Did NOT Obtain Job	Heard Of But Did NOT Use	Never Heard Of
a. School or college placement service	1 20	2 21	3 62	4 5
b. Professional periodicals or organizations	1 4	2 17	3 71	4 13
c. Civil Service applications	1 7	2 20	3 73	4 8
d. Public employment service	1 9	2 25	3 67	4 5
e. Private employment agency	1 6	2 15	3 83	4 1
f. Community action or welfare groups	1 2	2 4	3 80	4 19
g. Newspaper, TV, or radio ads	1 21	2 45	3 40	4 1
h. Direct application to employers	1 54	2 37	3 16	4 1
i. Registration with a union	1 4	2 1	3 87	4 14
j. Relatives	1 19	2 18	3 65	4 4
k. Friends	1 30	2 31	3 44	4 3
l. Attendance at job fairs	1 3	2 3	3 58	4 41
m. Other (specify: _____)	1 3	2 0	3 10	4 12

150. **What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

(Circle one.)

a.	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1 19
b.	CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2 10
c.	FARMER, FARM MANAGER	3 6
d.	HOMEMAKER OR HOUSEWIFE ONLY	4 26
e.	LABORER such as construction worker, car washer, sanitary worker, farm laborer	5 4
f.	MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6 15
g.	MILITARY such as career officer, enlisted man or woman in the Armed Forces	7 4
h.	OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	8 5
i.	PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher	9 52
j.	PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10 15
k.	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11 5
l.	PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12 4
m.	SALES such as salesperson, advertising or insurance agent, real estate broker	13 2
n.	SCHOOL TEACHER such as elementary or secondary	14 19
o.	SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15 1
p.	TECHNICAL such as draftsman, medical or dental technician, computer programmer	16 7
q.	NOT WORKING	17 6

151. **Do you think you will need more education or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?**

No 1 82
Yes 2 99
Don't know 3 29

152. **If you were free to choose any kind of work, ignoring obstacles such as finances, time for training, admission requirements, etc., would you still choose the one you circled above?**

10 Yes 1
56 No ..... 2 Preferred work: _____ (Use number.)

SECTION D: MILITARY SERVICE

153. Since October 1973, have you served in the Armed Forces, or a Reserve or National Guard Unit?

(Circle one.)

195 No ..... 1 } SKIP TO SECTION E, next page
2 Yes, National Guard or Reserves but not active duty ..... 2 }
8 Yes, active duty ..... 3 GO TO Q. 154

154. In which branch of the Armed Forces did you serve? (Write in): 9 answered

155. When did you begin active duty? _____ (month) _____ (year)

156. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

No ..... 1 GO TO Q. 158 2
Yes ..... 2 GO TO Q. 157 5

157. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)

Name of program: _____ MOS: _____ 6 answered

158. What is the highest pay grade and specialty rating you have held?

Pay grade: _____ Specialty rating: _____ 8 answered

159. Have you taken any courses while in the Armed Forces that:

(Circle one number on each line.)

	Yes	No	
Prepared you for the high school equivalency test?	0 1	8 2	
Prepared you for equivalency tests that can be taken for college credit?	1 1	7 2	
Were college-sponsored courses which gave college credits?	2 1	6 2	

160. Are your currently on active duty?

2 No (Date left: _____ month _____ year) ..... 1 SKIP TO SECTION E, next page
5 Yes ..... 2 GO TO Q. 161

161. How long do you expect to be on active duty in the Armed Forces?

(Circle one.)

For a two-year tour of duty only 1	1
For a three- or four-year tour of duty 2	0
For more than one enlistment, but less than a full career 3	0
For a full career (20 years minimum) 4	2
Have not decided 5	1

162. What do you plan to do when you get out of the Armed Forces?

(Circle one number on each line.)

	My Plans	NOT My Plans	
Full-time or part-time work	1 2	2	2
College, either full-time or part-time	1 1	2	3
Technical, vocational, or business or career training school, either full-time or part-time	1 1	2	3
Registered apprenticeship or on-the-job training program	1 0	2	4
Retire	1 1	2	3
Undecided	1 3	2	1
Other (specify: _____)	1 0	2	2

SECTION E: FAMILY STATUS

163. What was your marital status, as of the first week of October 1975?

(Circle one.)

23	1 Never married, but plan to be married within the next 12 months	GO TO Q. 174, page 36
90	2 Never married, and don't plan to be married within the next 12 months	
4	3 Divorced, widowed, separated	GO TO Q. 164
93	4 Married	

164. What was the date of your marriage to your current (or most recent) spouse?

_____ (month) _____ (year)

165. As of the first week of October 1975, what was your husband or wife doing? (If you were not married in the first week of October 1975, check here ☐ and go to Q. 172, next page.)

(Circle as many as apply.)

71	1	Working for pay at a full-time or part-time job
7	2	Taking academic courses at a two- or four-year college
4	3	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
3	4	Enrolled in graduate or professional school
2	5	On active duty in the Armed Forces (or service academy)
20	6	Homemaker
3	7	Temporary layoff from work, on strike, looking for work, or waiting to report to work
3	8	Other (describe: _____)

166. Please describe below the job your husband or wife held during October 1975. (If your spouse was not working, check here ☐ and go to Q. 172, next page.)

a. For whom did he/she work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were his/her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

167. How many hours did he/she usually work at this job in an average week?

(Circle one.)

1	1	1-10 hours per week
7	2	11-20 hours per week
6	3	21-34 hours per week
33	4	35-40 hours per week
21	5	41-48 hours per week
8	6	More than 48 hours per week

168. **In an average week, approximately how much did he/she earn at this job? (Report his/her gross earnings before deductions. If not paid by the week, please estimate.)**

(Circle one.)

Less than $50 per week	1	4
$51-$100 per week	2	12
$101-$150 per week	3	21
$151-$200 per week	4	18
$201-$300 per week	5	18
More than $300 per week	6	1

169. **Did you include overtime in these hours and earnings?**

(Circle one.)

44	No, because he/she did not work overtime	1	GO TO Q. 172
15	No, I did not include overtime	2	GO TO Q. 170
13	Yes, I included overtime	3	GO TO Q. 170

170. **How many hours of overtime did he/she work per week, on the average?**

_____ Hours per week

171. **What was his/her overtime rate?**

$_____ per hour

172. **Now please think back a year to Fall 1974. What was your husband or wife doing in October 1974? (If you were not married in October 1974, check here ☐ and go to Q. 173.)**

(Circle as many as apply.)

Working for pay at a full-time or part-time job	1	55
Taking academic courses at a two- or four-year college	2	9
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	3	6
Enrolled in graduate or professional school	4	1
On active duty in the Armed Forces (or service academy)	5	3
Homemaker	6	20
Temporary layoff from work, on strike, looking for work, or waiting to report to work	7	4
Other (describe: _____)	8	3

173. **As of October 1975, what is the highest level of education that your husband or wife had attained?**

(Circle one.)

Some high school, or less		1	7
Finished high school		2	27
Vocational trade or business school	Less than two years	3	13
	Two years or more	4	7
College program	Some college (including two-year degree)	5	25
	Finished college (four- or five-year degree)	6	11
	Master's degree or equivalent	7	2
	Ph.D., M.D., or equivalent	8	

174. **Which of the following items do you have the use of (a) as your own because you (or your spouse) have bought them or have been given them, or (b) because they belong to your parents, roommates, dormitory, apartment building, etc.?**

(Circle one number on each line.)

	Have As My Own	Have But Don't Own	Don't Have Use Of
a. Daily newspaper	111 ..1	69 ..2	32 ..3
b. Dictionary	183 ..1	22 ..2	8 ..3
c. Encyclopedia or other reference books	92 ..1	73 ..2	44 ..3
d. Magazines	172 ..1	31 ..2	8 ..3
e. Record player	163 ..1	36 ..2	12 ..3
f. Tape recorder or cassette player	138 ..1	29 ..2	41 ..3
g. Color television	73 ..1	61 ..2	74 ..3
h. Typewriter	99 ..1	65 ..2	46 ..3
i. Electric dishwasher	25 ..1	55 ..2	127 ..3
j. Two or more cars or trucks that run	61 ..1	60 ..2	88 ..3
k. A specific place for study	130 ..1	28 ..2	52 ..3

175. **Not including yourself, how many persons were dependent upon you for more than one-half of their financial support as of the first week of October 1975?**

(Circle one.)

156 36 13 7 1
0....1....2....3....4 or more

176. **As of the first week of October 1975, were you dependent upon your parents, spouse, or any other relatives or friends for more than one-half of your financial support?**

(Circle one number on each line.)

	Yes	No
Parents	49 ..1	153 ..2
Spouse	42 ..1	146 ..2
Other relatives or friends	3 ..1	176 ..2

177. **What is the best estimate of your income before taxes for (a) ALL OF 1974 and for (b) ALL OF 1975? If you are married, include your spouse's income in the total. Do not include loans. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0."**

	(a) Amount Received 1974	(b) Amount Received 1975
Your own wages, salaries, commissions, and net income from a business or farm	$ _____	$ _____
Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm	$ _____	$ _____
Public assistance	$ _____	$ _____
Unemployment compensation	$ _____	$ _____
All other income you and your spouse received (include interest, dividends, rental property income, gifts, scholarships, fellowships, etc.)	$ _____	$ _____
TOTAL INCOME FOR YOU AND YOUR SPOUSE	$ _____	$ _____

178. Did you owe money as of the first week of October 1975 for:

(Circle one number on each line.)

	None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	$2000 to $4999	$5000 to $9999	$10,000 or More
a. Education or training	0 148	1 3	2 6	3 6	4 14	5 16	6 2	7 1
b. Mortgage on house or mobile home	0 157	1 0	2 2	3 1	4 1	5 8	6 4	7 16
c. Other debts (car, rent, appliances, medical bills, and so on)	0 72	1 16	2 30	3 23	4 27	5 29	6 6	7 5

179. As of the first week of October 1975, how much money have you saved and plan to use for:

(Circle one number on each line.)

	None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	$2000 or More
a. Education or training	146 0	11 1	13 2	6 3	3 4	8 5
b. General savings or other plans	46 0	18 1	57 2	26 3	25 4	29 5

180. As of the first week of October 1975, how many children did you have?

(Circle one.)

171 23 13 1 0 0

0 1 2 3 4 5 or more

181. Have you ever attempted to borrow money from a school, state or federal government, bank, or other lending institution that would enable you to continue your education or training?

(Circle one.)

167 No, have never attempted to borrow money for this purpose ..... 1 *GO TO Q. 187, next page*

39 Yes, and received a loan ..... 2 *GO TO Q. 185, next page*

4 Yes, but did not receive a loan ..... 3 *GO TO Q. 182*

182. From what sources did you attempt to borrow money and did not receive a loan?

(Circle as many as apply.)

School 1 2

State 2 2

Federal Government 3 3

Bank or other lending institution 4 1

Other (specify: _____) 5 1

183. **What were the reasons you did not receive a loan to continue your education?**

(Circle one number on each line.)

	My Reasons		NOT My Reasons	
a. Had not lived in area long enough	0	1	5	2
b. Had not worked at present place of employment long enough	0	1	5	2
c. Not working	0	1	5	2
d. Had no account at a bank	0	1	5	2
e. Lack of credit references	0	1	5	2
f. Poor credit standing	0	1	5	2
g. No one to co-sign loan	0	1	5	2
h. Not enough collateral	0	1	5	2
i. Too many other bills	0	1	5	2
j. Income too low	0	1	5	2
k. Marital status	0	1	5	2
l. Bank did not make educational loans	1	1	4	2
m. Ineligible for State or Federal guaranteed loans because of residency requirements	0	1	5	2
n. Ineligible for State or Federal guaranteed loans because have already borrowed too much	0	1	5	2
o. Institution's loan funds had been exhausted	1	1	4	2
p. Bank or lending agency had reached its quota of educational loans	1	1	4	2
q. No funds available for my field of study	0	1	5	2
r. Income too high	2	1	3	2
s. Was offered loan, but early repayment schedule made it impractical	0	1	5	2
t. Don't know why I was refused a loan	2	1	3	2
u. Other (specify: _____)	1	1	3	2

184. **Did the denial of your loan request make a critical difference in:**

a. Your decision whether or not to continue your education or training?

Yes 1 1
No 2 4

b. Your decision where (what institution or program) to continue your education or training?

Yes .....1 } GO TO Q. 187 0
No .....2 } 5

185. **Was the loan in the amount you requested?**

Yes 1 35
No 2 5

186. **Would you have borrowed more extensively to finance your education had more loan funds been available?**

Yes 1 11
No 2 29

187. **Looking back on your experiences since high school graduation, did the lack of finances from any sources (loans, parental support, grant aid, work) make a difference in your educational plans?**

(Circle one.)

154 No, I did not change my plans due to a lack of finances .....1 *GO TO Q. 189, next page*
16 Yes, I decided on a different institution or program .....2 } *GO TO Q. 188, next page*
31 Yes, I decided to postpone or not to continue my education .....3 }

188. **If finances had not been a barrier, where would you have continued your education or training?**

(Circle one.)

Vocational, trade, business, or other career training school	1	8
Junior or other community college (two-year)	2	8
Four-year college or university (public)	3	18
Four-year college or university (private)	4	10
Graduate or professional school	5	4
Other (describe: _____)	6	6

189. **If you wanted to get additional education, would any of the following be reasons why you could not do so?**

(Circle one number on each line.)

	My Reasons		NOT My Reasons	
a. I probably couldn't afford it	1	76	2	132
b. I wouldn't be qualified (low grades, test scores, etc.)	1	18	2	189
c. There is no school within commuting distance from my home	1	19	2	190
d. I wouldn't have the time to do it	1	82	2	125
e. I probably couldn't get released from my job to do it	1	46	2	162
f. I wouldn't be sufficiently interested	1	63	2	144
g. School would interfere with family obligations	1	56	2	152
h. Spouse would object	1	3	2	203
i. Other (specify: _____)	1	18	2	68

190. **Do you owe any money for an education or training loan for which your repayment schedule has begun?**

192 No ..... 1 *SKIP TO SECTION F, next page*
19 Yes ..... 2 *GO TO Q. 191*

191. **When was your first payment due?**

_____ (month) _____ (year)

192. **Are you having or have you had any difficulty in meeting payments?**

15 No 1
4 Yes ..... 2 (explain why: _____)

SECTION F: EXPERIENCES AND OPINIONS

193. **To what extent have you voluntarily participated in the following groups during the two-year period from October 1973 through October 1975? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)**

(Circle one number on each line.)

		Active Participant	Member Only	Not At All
a.	Youth organizations—such as Little League coach, scouting etc.	20 .1	4 .2	185 .3
b.	Union, farm, trade or professional association	13 .1	44 .2	152 .3
c.	Political clubs or organizations	6 .1	14 .2	186 .3
d.	Church or church-related activities (not counting worship services)	36 .1	29 .2	143 .3
e.	Community centers, neighborhood improvement, or social-action associations or groups	11 .1	13 .2	185 .3
f.	Organized volunteer work—such as in a hospital	16 .1	4 .2	188 .3
g.	A social, hobby, garden, or card playing group	45 .1	10 .2	153 .3
h.	Sport teams or sport clubs	64 .1	7 .2	139 .3
i.	A literary, art, discussion, music, or study group	14 .1	12 .2	181 .3
j.	Educational organizations—such as PTA or an academic group	12 .1	8 .2	188 .3
k.	Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc.	5 .1	3 .2	201 .3
l.	A student government, newspaper, journal, or annual staff	12 .1	5 .2	190 .3
m.	Another voluntary group in which I participate	25 .1	6 .2	172 .3

194. **How do you feel about each of the following statements?**

(Circle one number on each line.)

		Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
a.	I take a positive attitude toward myself	97 .1	100 .2	12 .3	0 .4	3 .5
b.	Good luck is more important than hard work for success	5 .1	15 .2	166 .3	77 .4	8 .5
c.	I feel I am a person of worth, on an equal plane with others	117 .1	85 .2	8 .3	1 .4	1 .5
d.	I am able to do things as well as most other people	98 .1	100 .2	2 .3	1 .4	0 .5
e.	Every time I try to get ahead, something or somebody stops me	7 .1	14 .2	114 .3	61 .4	10 .5
f.	Planning only makes a person unhappy since plans hardly ever work out anyway	4 .1	12 .2	92 .3	91 .4	12 .5
g.	People who accept their condition in life are happier than those who try to change things	6 .1	25 .2	100 .3	61 .4	19 .5
h.	On the whole, I'm satisfied with myself	75 .1	102 .2	19 .3	4 .4	5 .5

195. **People often use the term "quality of life" to mean different things. How well does each of the following statements express what "quality of life" means to YOU?**

(Circle one number on each line.)

	Exactly	Extremely Well	Very Well	Fairly Well	Not Very Well
a. Having enough money—to buy sufficient food, to dress as needed, and to have adequate shelter	68 1	41 2	54 3	41 4	7 5
b. Having healthful living patterns—eating a balanced diet, getting plenty of exercise and regular sleep	70 1	60 2	45 3	35 4	3 5
c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources	73 1	53 2	53 3	23 4	8 5
d. Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities	52 1	52 2	62 3	37 4	8 5
e. Feeling free—not tied down by many personal or work responsibilities	30 1	28 2	32 3	48 4	21 5
f. Feeling personally safe from violence, injustice, or fraud	63 1	54 2	44 3	34 4	14 5
g. Having a chance to do the kind of work I really want to do in life	92 1	68 2	30 3	15 4	5 5
h. Having sustained personal relationships—loving and being loved	136 1	43 2	21 3	9 4	0 5
i. Living a life of honesty and moral integrity—doing what I think is right to do	118 1	53 2	27 3	11 4	1 5
j. Having the opportunity to read, think and discuss important questions about life values, etc.	81 1	48 2	46 3	24 4	10 5
k. Having the chance to get a good education	73 1	52 2	51 3	34 4	20 5

196. **Now, how <u>satisfied</u> are you with the way things are in your life at the present time with respect to these same "quality of life" statements?**

(Circle one number on each line.)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
a. Having enough money—to buy sufficient food, to dress as needed, and to have adequate shelter	90 1	89 2	25 3	7 4
b. Having healthful living patterns—eating a balanced diet, getting plenty of exercise and regular sleep	88 1	86 2	32 3	5 4
c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources	71 1	72 2	48 3	19 4
d. Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities	49 1	93 2	57 3	12 4
e. Feeling free—not tied down by many personal or work responsibilities	44 1	104 2	45 3	12 4
f. Feeling personally safe from violence, injustice, or fraud	69 1	96 2	44 3	11 4
g. Having a chance to do the kind of work I really want to do in life	68 1	72 2	45 3	25 4
h. Having sustained personal relationships—loving and being loved	130 1	52 2	21 3	8 4
i. Living a life of honesty and moral integrity—doing what I think is right to do	129 1	70 2	11 3	1 4
j. Having the opportunity to read, think and discuss important questions about life values, etc.	94 1	97 2	15 3	5 4
k. Having the chance to get a good education	92 1	89 2	16 3	13 4

197. **How do you feel about each of the following statements?**

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly
a. A working mother can be just as good a mother as the woman who doesn't work	69 1	80 2	46 3	16 4
b. It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family	19 1	66 2	50 3	46 4
c. Schools teach women to want the less important jobs	16 1	48 2	98 3	48 4
d. A woman's job should be kept for her when she is having a baby	65 1	104 2	32 3	10 4
e. Having a job gives a woman more of a chance to develop herself as a person	79 1	104 2	22 3	4 4
f. Too much pressure is put on men to become successful in a career and have an important job	80 1	84 2	44 3	3 4
g. There should be free or inexpensive child-care centers so that more women could take jobs	46 1	92 2	50 3	18 4
h. Young men should be encouraged to take jobs that are usually filled by women (nursing, secretarial work, etc.)	11 1	95 2	84 3	17 4
i. Most women are just not interested in having big and important jobs	14 1	59 2	109 3	27 4
j. It is a woman's right to decide not to have children if she thinks it will interfere with her work career	68 1	102 2	31 3	8 4
k. Many qualified women can't get good jobs; men with the same skills have much less trouble	45 1	116 2	38 3	9 4
l. Most women are happiest when they are making a home and caring for children	8 1	70 2	104 3	16 4
m. High school counselors should urge young women to train for jobs which are now held mainly by men	22 1	86 2	85 3	13 4
n. It is the woman's duty as well as the man's to participate in leading and taking care of things in society	231	123 2	11 3	2 4
o. It is more important for a wife to help her husband than to have a career herself	24 1	57 2	95 3	26 4
p. Men should not have to work under the supervision of women	5 1	19 2	125 3	60 4
q. A woman should stay home if her husband wants her to, even if she has no children	11 1	27 2	103 3	61 4
r. More jobs should be set up so that fathers and mothers can both work at half-time or three-fourths time jobs	231	99 2	65 3	12 4
s. Men should be given first chance at most jobs because they have the primary responsibility for providing for a family	23 1	88 2	104 3	40 4

198. **Do you feel that your sex (male or female) has made it harder or easier for you to:**

(Circle one number on each line.)

	Harder	Easier	Neither
a. Get a good education?	4 1	8 2	197 3
b. Get a good job?	33 1	48 2	129 3
c. Get promotions?	34 1	22 2	151 3
d. Get fair wages or salary increases?	40 1	19 2	150 3
e. Get good housing?	10 1	4 2	196 3

199. **How important is each of the following to you in your life?**

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important
a.	Being successful in my line of work	152 1	57 2	3 3
b.	Finding the right person to marry and having a happy family life	154 1	20 2	6 3
c.	Having lots of money	19 1	127 2	66 3
d.	Having strong friendships	165 1	45 2	2 3
e.	Being able to find steady work	131 1	66 2	15 3
f.	Being a leader in the community	16 1	59 2	136 3
g.	Being able to give my children better opportunities than I've had	100 1	82 2	29 3
h.	Living close to parents and relatives	20 1	107 2	84 3
i.	Getting away from this area of the country	13 1	36 2	158 3
j.	Working to correct social and economic inequalities	59 1	110 2	62 3
k.	Having leisure time to enjoy my own interests	133 1	77 2	2 3
l.	Having a good education	115 1	91 2	6 3

200. **What ways do you assure yourself of a good buy for your money?**

(Circle one number on each line.)

		Regularly	Sometimes	Never	
a.	I compare prices and label information of similar products or services	1 137	2 70	3	4
b.	I return merchandise that is unsatisfactory to the store where I bought it	1 99	2 105	3	9
c.	I rely on brands or companies I know well even if they cost more	1 73	2 123	3	15
d.	I follow leads in articles from Consumer Reports, Changing Times, or other such magazines	1 23	2 111	3	77
e.	I check a company's reputation with the Better Business Bureau or consumer protection agency before agreeing to an expensive service or repair	1 15	2 58	3	135
f.	I write to the manufacturer about the quality of the product if I'm unsatisfied	1 21	2 70	3	119

201. **Generally speaking, how worthwhile are the following activities?**

(Circle one number on each line.)

		Very Worthwhile	Somewhat Worthwhile	Not Worthwhile
a.	Voting in local elections	96 1	92 2	23 3
b.	Writing or talking to your representatives in the government	50 1	111 2	50 3
c.	Voting when you are pretty sure your party won't win	95 1	84 2	32 3
d.	Attending city council or county commission meetings	24 1	123 2	62 3
e.	Signing petitions to change the way things are in your locality, state, or the whole nation	86 1	96 2	29 3
f.	Working to register new voters	45 1	104 2	62 3
g.	Becoming an active member of a political party	18 1	96 2	97 3

202. **The following questions ask about your political participation.**

(Circle one number on each line.)

	Frequently	Sometimes	Never
a. When you talk with your friends, do you ever talk about public problems—that is, what's happening in the country or in your community?	84 .1	114 .2	12 .3
b. Do you ever talk about public problems with any of the following people?			
Your family	98 .1	111 .2	11 .3
People where you work	78 .1	101 .2	29 .3
Community leaders, such as club or church leaders	19 .1	77 .2	113 .3
c. Do you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders?	9 .1	36 .2	165 .3
d. Have you ever talked to peope to try to get them to vote for or against any candidate?	13 .1	73 .2	123 .3
e. Have you ever given any money or bought tickets to help someone who was trying to win an election?	5 .1	36 .2	167 .3
f. Have you ever gone to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election?	4 .1	44 .2	160 .3
g. Have you ever done any work to help a candidate in his campaign?	5 .1	35 .2	170 .3
h. Have you ever held an office in a political party or been elected to a government job?	0 .1	2 .2	208 .3

203. **Are you registered to vote?**

Yes 1 149
No 2 62

204. **Prior to October 1975, did you ever vote in a local, state, or national election?**

Yes 1 157
No 2 54

205. **What do you expect to be doing in October 1976?**

(Circle as many as apply.)

Working for pay at a full-time or part-time job 1	170
Taking academic courses at a two- or four-year college 2	47
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 3	16
On active duty in the Armed Forces (or service academy) 4	7
Homemaker 5	58
Other (describe: _____) 6	31

206. **As things stand now, how far in school do you think you actually will get?**

(Circle one.)

High school only		1	30
Vocational trade or business school	Less than two years	2	28
	Two years or more	3	17
College program	Some college (including two-year degree)	4	29
	Finished college (four- or five-year degree)	5	43
	Master's degree or equivalent	6	40
	Ph.D., M.D., or equivalent	7	14

207. **How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?**

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important
a.	Previous work experience in the area	104 .1	71 .2	35 .3
b.	Relative or friend in the same line of work	7 .1	56 .2	149 .3
c.	Job openings available in the occupation	113 .1	66 .2	33 .3
d.	Work matches a hobby interest of mine	48 .1	107 .2	96 .3
e.	Good income to start or within a few years	96 .1	90 .2	26 .3
f.	Job security and permanence	125 .1	70 .2	12 .3
g.	Work that seems important and interesting to me	180 .1	30 .2	2 .3
h.	Freedom to make my own decisions	125 .1	78 .2	9 .3
i.	Opportunity for promotion and advancement in the long run	129 .1	65 .2	17 .3
j.	Meeting and working with sociable, friendly people	122 .1	82 .2	7 .3

208. **How do you describe yourself?**

(Circle one.)

American Indian or Alaska Native	1	1
Black, Afro-American, or Negro	2	12
Mexican-American or Chicano	3	3
Puerto Rican	4	0
Other Latin-American	5	2
Asian (Oriental) or Pacific Islander	6	3
White or Caucasian	7	178
Other	8	13

209. **Do you feel that being a member of this racial or ethnic group has made it harder or easier for you to:**

(Circle one number on each line.)

		Harder	Easier	Neither
a.	Get a good education?	9 .1	64 .2	139 .3
b.	Get a good job?	19 .1	67 .2	126 .3
c.	Get promotions?	13 .1	40 .2	159 .3
d.	Get fair wages or salary increases?	9 .1	43 .2	161 .3
e.	Get good housing?	6 .1	64 .2	142 .3

210. The next question is about living or working with people of different races or ethnic groups. Please rate each of the statements below using the following terms:

Not at all acceptable:	I'd avoid this if I possibly could.
Somewhat acceptable:	I could live with this, but not be happy about it.
Acceptable:	This would be O.K., (or) I'd be neutral about this.
Desirable:	I'd really like this.

(Circle one number on each line.)

	Not at All Acceptable	Somewhat Acceptable	Acceptable	Desirable
How would you feel about ...				
a. Having close personal friends of another race?	4 .1	14 .2	142 .3	51 .4
b. Having a job with a supervisor of a different race?	3 .1	16 .2	171 .3	21 .4
c. A family of a different race (but same level of education and income) moving next door to you?	6 .1	20 .2	145 .3	37 .4
d. Having your (future) children's friends be all of your race?	48 .1	43 .2	82 .3	33 .4
e. Having some of your (future) children's friends be of other races?	8 .1	21 .2	106 .3	74 .4
How would you feel about having a job where ...				
f. All the employees are of your race?	22 .1	38 .2	127 .3	24 .4
g. Some employees are of a different race?	2 .1	9 .2	165 .3	34 .4
h. Most employees are of a different race?	28 .1	70 .2	103 .3	8 .4
How would you feel about living in an area where ...				
i. All the neighbors are of your race?	19 .1	23 .2	125 .3	44 .4
j. Some of the neighbors are of other races?	6 .1	18 .2	159 .3	27 .4
k. Most of the neighbors are of other races?	46 .1	70 .2	87 .3	7 .4
How would you feel about having your (future) children go to schools where ...				
l. All the children are of your race?	26 .1	39 .2	108 .3	37 .4
m. Some of the children are of other races?	2 .1	14 .2	151 .3	44 .4
n. Most of the children are of other races?	47 .1	69 .2	86 .3	9 .4

211. What percentage of your neighbors, co-workers, and friends are white (Caucasian)?

(Circle one number on each line.)

	None	1 to 24%	25 to 49%	50 to 74%	75 to 99%	All
a. My neighbors	9 .1	12 .2	4 .3	22 .4	70 .5	93 .6
b. The people I work with	5 .1	10 .2	11 .3	29 .4	89 .5	59 .6
c. My friends and acquaintances	2 .1	16 .2	12 .3	25 .4	107 .5	43 .6
d. The people I see at church and other organizations	12 .1	5 .2	5 .3	25 .4	96 .5	53 .6

212. How many of your present friends and acquaintances are people you went to high school with?

(Circle one.)

Very few or none	1 118
Less than half	2 54
About half	3 25
More than half	4 11
All, or nearly all	5 4

213. **What are your feelings about the high school you graduated from?**

(Circle one number on each line.)

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Does not apply
a. School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	29 .1	69 .2	59 .3	19 .4	34 .5
b. School should have provided more help for students who were having trouble with subjects like math and reading	78 .1	90 .2	13 .3	10 .4	20 .5
c. Most required courses were a waste of time	23 .1	61 .2	64 .3	53 .4	8 .5
d. School should have placed more emphasis on vocational and technical programs	64 .1	80 .2	40 .3	11 .4	14 .5
e. School did not offer enough practical work experience	75 .1	85 .2	27 .3	9 .4	15 .5
f. School provided me with counseling that helped me continue my education	17 .1	49 .2	57 .3	64 .4	24 .5
g. School gave me new ideas about the type of work I wanted to do	8 .1	37 .2	60 .3	75 .4	30 .5
h. School provided me with counseling that helped me get a better idea of myself and my relations with other people	10 .1	31 .2	57 .3	88 .4	25 .5
i. School provided me with counseling that helped me find employment	5 .1	17 .2	42 .3	86 .4	58 .5
j. School should have helped students find jobs when they left school	28 .1	86 .2	43 .3	26 .4	26 .5
k. School should have used more television lectures	5 .1	45 .2	66 .3	57 .4	37 .5
l. School should have used teaching machines or computer-assisted instruction more extensively	12 .1	46 .2	66 .3	55 .4	29 .5

214. **This last question also asks you to think back to your high school experience. Please complete each open-ended sentence with as many examples as you wish.**

In high school I wish:

169 a. the school had offered a course in _____

_____

166 b. the physical education program had given us more of a chance to _____

_____

157 c. I had been encouraged to take a course in _____

_____

152 d. the teachers had _____

_____

145 e. more freedom had been given to the students to _____

_____

137 f. the school had _____

_____

SECTION G: BACKGROUND INFORMATION

Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.

YOUR NAME: _____	TELEPHONE	
ADDRESS: _____	AREA CODE	NUMBER
_____		
CITY: STATE:	ZIP:	

Please PRINT the name, address and telephone number of your parents.

YOUR PARENTS' NAME: _____	TELEPHONE	
ADDRESS: _____	AREA CODE	NUMBER
_____		
CITY: STATE:	ZIP:	

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

NAME: _____	TELEPHONE	
ADDRESS: _____	AREA CODE	NUMBER
_____		
CITY: STATE:	ZIP:	

NAME: _____	TELEPHONE	
ADDRESS: _____	AREA CODE	NUMBER
_____		
CITY: STATE:	ZIP:	

Please PRINT your spouse's full name (if you are married).

SPOUSE'S FULL NAME: _____

Please give the following information about yourself.

(a) Date of birth _____ (month) _____ (day) _____ (year)

(b) Sex: (Circle one.) Male 1 92
Female ..... 2 / 16

(c) Social Security No. _____

(d) Driver's License No. _____ State _____

(e) When did you complete this questionnaire? _____ (month) _____ (day) _____ (year)

THANK YOU very much for taking your time to answer these questions for us. Please use the space below to jot down any comments you have about the questions. It would be especially helpful to us if you would give us the numbers of any questions you found confusing or hard to understand.

_____

_____

_____

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN CONCEPT 71

Appendix C

Factors Obtained from Six Separate Principal Components Analyses

Q. 84, FORM A; Q. 111, FORM B

The principal components analysis of the 13 subitems comprising this question yielded three factors which accounted for 50.4 percent of the total variance. These three factors are presented below.

How do you feel about the following statements regarding this job?	C1 Job Performance Feedback	C2 Routine Work	C3 Pressure Work
a. My job was competitive.	.22	-.28	*.52*
b. I usually saw the specific results of my work.	*.72*	.17	.03
c. My job was often repetitive.	-.10	*.71*	.16
d. Work hours were flexible.	.19	-.05	*-.53*
e. My employment was steady.	.38	.09	*.54*
f. What I had to do on the job was usually predictable.	.10	*.74*	.05
g. I usually worked under time pressures.	-.01	.14	*.63*
h. I had few opportunities for making policy decisions.	-.39	*.49*	.06
i. My work was important.	*.56*	-.30	.49
j. It was hard to find out how well I was doing on my job.	*-.72*	-.13	.05
k. The opportunities for personal growth on my job were poor.	*-.58*	.50	-.15
l. I often took work home.	-.22	*-.67*	.12
m. Most of the time my work was interesting.	*.62*	-.50	.10

C2

Q. 85, FORM A; Q. 112, FORM B

The principal components analysis of the eight subitems comprising this question yielded two factors which accounted for 57.1 percent of the total variance. These two factors are presented below.

How do you feel about the formal education or training you have received since high school as it relates to the work you have been describing?	C4 Education important to work performance	C5 Educational importance unrelated to work performance
a. Most of what I learned was directly applicable to my work.	.87	.04
b. My education or training was very useful in helping me find work.	.81	.32
c. I do not have specific training and that is a handicap in finding suitable work.	-.36	.14
d. Most of what I did on the job I learned to do in my education or training.	.85	-.01
e. Being able to think and to express myself were were important in my work than any specific job training I had:	-.16	.70
f. Apart from helping me get a job, my education has helped me live a fuller life.	.28	.50
g. My education was good preparation for this job.	.85	.27
h. My training was important to get this job, but not to perform it.	.07	.73

C3

Q. 135, FORM A; Q. 196, FORM B

The principal components analysis of the 11 subitems comprising this question yielded three factors which accounted for 58 percent of the total variance. These three factors are presented below.

People often use the term "quality of life" to mean different things. With respect to the following statements dealing with "quality of life," how satisfied are you with the way things are in your life at the present time?	C6 Personal growth	C7 Freedom from constraints	C8 Healthful environment
a. Having enough money--to buy sufficient food, to dress as needed, and to have adequate shelter.	.13	*.85*	.10
b. Having healthful living patterns--eating a balanced diet, getting plenty of exercise and regular sleep.	.35	*.52*	.19
c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources.	.09	.14	*.84*
d. Having time and money for some of the "extras" of life--vacations, hobby time and equipment, entertainment opportunities.	.13	*.80*	.21
e. Feeling free--not tied down by many personal or work responsibilities.	.39	*.44*	.29
f. Feeling personally safe from violence, injustice, or fraud.	.14	.17	*.83*
g. Having a chance to do the kind of work I really want to do in life.	*.64*	.15	.24
h. Having sustained personal relationships--loving and being loved.	*.47*	.41	-.17
i. Living a life of honesty and moral integrity--doing what I think is right to do.	*.70*	.22	.08
j. Having the opportunity to read, think and discuss important questions about life values, etc.	*.69*	.22	.01
k. Having the chance to get a good education.	*.77*	.03	.17

C4

Q. 138, FORM A; Q. 197, FORM B

The principal components analysis of the 19 subitems comprising this question yielded five factors which accounted for 56 percent of the total variance. These five factors are presented below.

How do you feel about each of the following statements?	C9 Traditional values	C10 Equality through changing attitudes	C11 Liberation striving	C12 Equality through child care & sharing	C13 Perceived female work orientation
a. A working mother can be just as good a mother as the woman who doesn't work.	-.23	.13	*.78*	.04	-.04
b. It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family.	*.65*	-.09	-.46	-.14	.15
c. Schools teach women to want the less important jobs.	.01	*.72*	-.01	-.18	.08
d. A woman's job should be kept for her when she is having a baby.	-.10	-.05	.06	*.79*	.08
e. Having a job gives a woman more of a chance to develop herself as a person.	-.21	.22	*.53*	.45	-.05
f. Too much pressure is put on men to become successful in a career and have an important job.	-.02	*.63*	.19	.17	.12
g. There should be free of inexpensive child-care centers so that women could take jobs.	-.17	.26	.38	*.53*	-.13
h. Young men should be encouraged to take jobs that are usually filled by women (nursing, secretarial work, etc.)	-.35	*.46*	-.17	.26	-.28
i. Most women are just not interested in having big and important jobs.	-.00	.08	-.08	.06	*.85*
j. It is a woman's right to decide not to have children if she thinks it will interfere with her work career.	-.43	.21	-.08	.22	.02
k. Many qualified women can't get good jobs; men with the same skills have much less trouble.	-.20	*.51*	.31	.13	.02
l. Most women are happiest when they are making a home and caring for children.	*.62*	.01	-.19	.03	.37
m. High school counselors should urge young women to train for jobs which are now held mainly by men.	-.23	*.54*	.17	.24	-.21
n. It is the woman's duty as well as the man's to participate in leading and taking care of things in society.	-.41	.19	.10	*.51*	.06
o. It is more important for a wife to help her husband than to have a career herself.	*.69*	-.15	-.23	-.17	.27
p. Men should not have to work under the supervision of women.	*.72*	-.09	-.10	-.08	-.11
q. A woman should stay home if her husband wants her to, even if she has no children.	*.74*	-.05	-.09	-.14	.03
r. More jobs should be set up so that fathers and mothers can both work at half-time or three-fourths time jobs.	-.34	.40	-.23	*.41*	-.35
s. Men should be given first chance at most jobs because they have the primary responsibility for providing for a family.	*.73*	-.11	-.14	-.14	-.03

C5

Q. 140, FORM A; Q. 210, FORM B

The principal components analysis of the 14 subitems comprising this question yielded three factors which accounted for 68 percent of the total variance. These three factors are presented below.

The next question is about living or working with people of different races or ethnic groups.	C14 Moderate tolerance of other races	C15 Low tolerance of other races	C16 High tolerance of other races
How would you feel about...			
a. Having close personal friends of another race?	*.74*	-.18	.22
b. Having a job with a supervisor of a different race?	*.68*	-.13	.29
c. A family of a different race (but the same level of education and income) moving next door to you?	*.71*	-.24	.33
d. Having your (future) children's friends be all of your race?	-.21	*.69*	.02
e. Having some of your (future) children's friends be of other races?	*.73*	-.32	.13
How would you feel about having a job where...			
f. All the employees are of your race?	-.08	*.83*	-.15
g. Some employees are of a different race?	*.66*	.02	.12
h. Most employees are of a different race?	.28	-.08	*.86*
How would you feel about living in an area where...			
i. All the neighbors are of your race?	-.05	*.85*	-.23
j. Some of the neighbors are of other races?	*.72*	-.14	.28
k. Most of the neighbors are of other races?	.26	-.17	*.89*
How would you feel about having your (future) children go to schools where...			
l. All the children are of your race?	-.23	*.85*	-.09
m. Some of the children are of other races?	*.76*	-.08	-.01
n. Most of the children are of other races?	.19	-.19	*.88*

C9

Q. 143, FORM A; Q. 213, FORM B

The principal components analysis of the 12 subitems comprising this question yielded four factors which accounted for 65.2 percent of the total variance. These four factors are presented below.

What are your feelings about the high school you graduated from?	C17 School emphasis on career guidelines	C18 School emphasis on work-related material	C19 School emphasis on nontraditional instruction	C20 School emphasis on basic skills
a. School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	.08	-.10	.04	*.86*
b. School should have provided more help for students who were having trouble with subjects like math and reading.	-.09	.33	.10	*.73*
c. Most required courses were a waste of time.	-.05	*.68*	.20	-.04
d. School should have placed more emphasis on vocational and technical problems.	-.06	*.82*	.06	.17
e. School did not offer enough practical work experience.	-.15	*.81*	.10	.03
f. School provided me with counseling that helped me continue my education.	*.79*	-.13	-.03	-.08
g. School gave me new ideas about the type of work I wanted to do.	*.84*	-.10	.01	.07
h. School provided me with counseling that helped me get a better idea of myself and my relations with other people.	*.86*	-.05	.03	-.06
i. School provided me with counseling that helped me find employment.	*.76*	-.02	.03	.07
j. School should have helped students find jobs when they left school.	-.03	.21	*.53*	-.13
k. Schools should have used more television lectures.	.05	.10	*.86*	.13
l. Schools should have used teaching machines or computer-assisted instruction more extensively.	.29	.05	*.83*	.17

Appendix D

Users of the National Longitudinal Study (NLS) Data

Users of National (NLS) Data

1. Office of Education (OE), OPBE higher education contracts using NLS data

   a. Impact of Student Aid and Labor Market Conditions on Access to Postsecondary Education - Contractor - Higher Education Research Institute, Inc.

   b. Impact of Student Financial Aid on Persistence in Postsecondary Education - Contractor - Higher Education Research Institute, Inc.

   c. Impact of Student Financial Aid on Postsecondary Choice - Contractor - Higher Education Research Institute, Inc.

   d. Student Access to Postsecondary Education: Comparative Analysis of Federal and State Student Aid Programs - Contractor - Higher Education Research Institute, Inc.

2. DHEW/ASE use of NLS data relative to Postsecondary Education and Society - Contractor - Joseph Froomkin, Inc.

3. ASE/NCES use of NLS data for five analysis contracts

   a. Demand for Postsecondary Education - Contractor - University Consultants, Inc.

   b. Effects of Secondary Education on Post-Secondary School Careers - Contractor - Rand Corporation.

   c. Access to Postsecondary Education - Contractor - Russell B. Stearns Center for Applied Social Research, Northeastern University.

   d. Student Financial Aid - Contractor - College Entrance Examination Board.

   e. Transition From High School to Work - Contractor - University Consultants, Inc.

4. Office of Education/OPBE/Division of Occupational, Handicapped, and Developmental Programs use of NLS data.

   a. Vocational Reevaluation of the Base Year Survey of the High School Class of 1972 - Contractor - Educational Testing Service.

   b. A Comparative Analysis of Postsecondary Occupational Outcomes for the High School Senior Class of 1972 - Contractor - Educational Testing Service.

5. DHEW/ASPE use of NLS data

a. Research/Analysis Agenda for the National Longitudinal Study (NLS) of the High School Class of 1972 - Contractor - Rand Corporation.

b. Effect of College Pricing on Student Enrollment Decisions - Contractor - Inner City Fund.

6. DOD use of NLS data for Educational Benefits Analysis - Impact of G.I. Bill on Future Recruiting Efforts - Contractor - HUMRO.

7. Office of Education/OPBE/PSID use of NLS data for An Analysis of the Impacts of Alternative Forms of Student Aid On the College Going Choices of Recent High School Graduates - Contractor - Dr. George Weathersby, Harvard University.

8. ASE/NCES use of NLS data for Sex Discrimination in Education: Access to Postsecondary Education and Sex Discrimination in Education - Contractor - Higher Education Research Institute, Inc.

9. Labor Department use of NLS data for a report to the National Commission for Manpower Policy - Contractor - Dr. Regis Walthar, George Washington University.

10. NIE use of NLS data for study of Social Background and Curriculum Influences in Access to Postsecondary Institutions - Contractor - Johns Hopkins Doctors McDill and Alexander.

11. Office of Education/BOAE has used the NLS data for:

a. Answering questions from GAO relative to vocational education programs.

b. Providing information to the Perkins Education and Labor Subcommittee relative to H.R. 19 and Related Bills. This was presented by Dr. William Pearce, Deputy Commissioner for Occupational and Adult Education.

12. The following have purchased NLS data tapes from NCES and it is presumed that they are using them:

1. Mr. Hunter M. Breland
   Education Testing
   Princeton, New Jersey 18540

2. Steve M. Jung
   American Institute for Research
   P.O. Box 1113
   Palo Alto, California 94302

3. Dr. Edward L. McDill
Department of Social Relations
The Johns Hopkins University
Baltimore, Maryland 21218

4. Kent Weldon
Western Interstate Commission for Higher Education
P.O. Drawer P
Boulder, Colorado 80302

5. Michael Polich
Rand Corporation
1700 Main Street
Santa Monica, California 90406

6. Thomas E. Jordan, Dean
University of Missouri
8001 Natural Bridge Road
St. Louis, Missouri 63121

7. Professor Donald B. Holsinger
University of Chicago
Judd Hall 320
5835 S. Kimbaik Avenue
Chicago, Illinois 60637

8. Martha L. Stever
Decision Making Information
2700 N. Main Street Suite 800
Santa Ana, California 92701

9. Agnes C. Purcell
HUMRO
300 North Washington Street
Room 100
Alexandria, Virginia 22314

10. Anthony Boardman
Fels Center of Government
39th and Walnut
University of Pennsylvania
Philadelphia, Pennsylvania 19174

11. Todd Simonds
University Center for Urban Research
University of Pittsburgh
249 Craig Street
Pittsburgh, Pennsylvania 15260

12. John K. Schorr
Brown University

13. Ivan Charner
DHEW/NIE

14. William Asher
Education Department
Purdue University

15. Dr. William Bowers
Northeastern University

16. Hunter Breland
Educational Testing Service

17. Dr. William Fuller
New York Department of Education

18. Department of Government and Politics
University of Maryland

19. Dr. Thomas Hilton
Educational Testing Service

20. Dr. George Nolfi
University Consultants, Inc.

21. Dr. Morris Rosenberg
Sociology Department
University of Maryland

22. Albert Rosenthal
The Rand Corporation

23. Dr. Alan Wagner
College Entrance Examination Board

24. Regis Walther
George Washington University

25. Darrell R. Morris
College Entrance Examination Board

26. Testing Division
University of New Mexico

27. Dr. Bruce Eckland
University of North Carolina

28. Dr. Robert L. Crein
Rand Corporation
1700 Main Street
Santa Monica, California 90406

29. Dr. F. Reid Creech
Educational Testing Service
Princeton, New Jersey 18540

30. Mr. Chip Darling
Rhode Island Dept. of Education
Providence, Rhode Island